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ABSTRACT

This report presents district-by-district achievement data on 57 major city school systems in reading and mathematics. State assessment results were collected from state Web sites, reports, and databases. Data were analyzed by race/ethnicity when reported. Overall, the Great City Schools have made meaningful gains in math scores on state assessments, and gaps in math achievement in urban schools may be narrowing. However, urban school achievement remains below national averages in math. Reading achievement in urban schools has improved on state tests, and gaps may also be narrowing, though urban school reading achievement remains below national averages. More urban school districts showed reading and mathematics gains in 2001 than in 2000. Key factors shaping the urban context: the nation cannot raise achievement across the board without paying attention to the significant percentage of students enrolled in urban schools; students in urban schools are more likely than other students to be African American, Hispanic, or Asian, to come from low-income families, and to come from non-English speaking homes; and urban schools often lack adequate financial resources. It should be noted that this year's (2002) report (as compared to that of 2001, containing data on 55 city school systems) adds data on Austin, Memphis, and Oklahoma City; and deletes data on Tulsa--a net increase of 2 cities. (Contains 19 figures.) (SM)

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BEATING THE ODDS II

A CITY-BY-CITY ANALYSIS OF STUDENT PERFORMANCE AND ACHIEVEMENT GAPS ON STATE ASSESSMENTS

SPRING 2001 RESULTS

ED 467 115

COUNCIL OF THE GREAT CITY SCHOOLS
JUNE 2002

UD 035 184

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BEATING THE ODDS II:

A CITY-BY-CITY ANALYSIS OF STUDENT PERFORMANCE AND ACHIEVEMENT GAPS ON STATE ASSESSMENTS

The Council of the Great City Schools is a coalition of 57 of the nation's largest urban school systems. Its Board of Directors is composed of the Superintendent of Schools and one School Board member from each member city. An Executive Committee of 24 individuals, equally divided in number between Superintendents and School Board members, provides oversight of the 501(c)(3) organization in between Board meetings. The mission of the Council is to advocate for and to assist in the improvement of public education in the nation's major cities. To meet that mission, the Council provides services to its members in the areas of legislation, research, communications, teacher recruitment, curriculum and instruction, and management. The group convenes two major conferences each year on promising practices in urban education; conducts studies on urban school conditions and trends; and operates ongoing networks of senior managers in each city with responsibility in such areas as federal programs, operations and finance, personnel, communications, curriculum, research, technology, and others. The Council was founded in 1956 and incorporated in 1961, and has its headquarters in Washington, D.C.

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The Council of the Great City Schools thanks our superintendents, school board members, research directors, and staff for their courage in producing this report and for their commitment to our urban schoolchildren.

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EXECUTIVE SUMMARY

The Council of the Great City Schools has prepared this study, *Beating the Odds II,* to give the nation another look at how inner-city schools are performing on the academic goals and standards set by the states for our children. This analysis examines student achievement in math and reading through spring 2001. It also measures achievement gaps between cities and states, African Americans and Whites, and Hispanics and Whites. Finally, the report looks at progress. It asks two critical questions: "Are urban schools improving academically?" and "Are urban schools closing achievement gaps?"

In general, *Beating the Odds II* found encouraging evidence for a second year that the Great City Schools have made meaningful gains in math scores on state assessments. The study also found gains in reading and preliminary evidence that gaps may be narrowing.

The findings in *Beating the Odds II* are preliminary and leavened with caution, as they were when we first published these data last year. The nation does not have an assessment system that allows our questions to be answered with certainty.

Still, the data from this report indicate that answers are emerging and that urban education may be establishing a beachhead on the rocky shoals of school reform. Some data look better than others. Progress in math is different from that in reading. Trend lines are not the same from one city to another. Not all grades have improved at the same rates. Not all gaps are closing. But the data indicate progress.

This report is the nation's second look at how its major city school systems are performing on the state assessments devised to boost standards, measure progress, provide opportunity, and ensure accountability for results. Data are presented on 57 city school systems, city-by-city, year-by-year, and grade-by-grade on each state test in mathematics and reading.[1] These systems are located in 35 states. Data are also reported by race/ethnicity in cases where the state reports it publicly.

Every effort was made to report achievement data in a way that was consistent with the new *No Child Left Behind* legislation. This was not always possible, however, because most states have not yet updated their reporting. *Beating the Odds II* uses the percentage of students above "proficiency" wherever available, however.

The report also shows important demographic and financial data. Included are enrollment data by race/ethnicity, poverty rates, percentages of English language learners, and average per pupil expenditures. Statistics are also presented on student/teacher ratios and average school size. Finally, changes in these variables between 1995-96 and 1999-2000 are shown. Data are presented for each city and state.

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[1] Readers should note that last year's report, *Beating the Odds I,* contained data on 55 city school systems. This year's report adds data on Austin, Memphis, and Oklahoma City; and deletes data on Tulsa—a net increase of two cities.

Where We Are Today: Key Findings

To assess achievement in the Great City Schools, the Council analyzed state assessment data from a variety of perspectives.

First, we examined assessment data at the *district* level for all of the Great City School systems from the time they were first tested by the state through Spring 2001 (the most recent available). For reading and for math, we sought to determine the percentage of member districts that had improved over this period: (a) in *all* grades tested; (b) at *faster* rates than the statewide average in *all* grades tested; (c) in *half or more* of the grades tested; and (d) at *faster* rates than the statewide average in *half or more* of the grades tested. We also looked at whether the percentage of districts showing improvement increased or decreased since last year, spring 2000.

Second, the Council analyzed aggregate data across *grade levels* for the Great City School districts. We were seeking to determine the percentage of grades that showed: (a) improvements in reading or math; (b) improvements at rates faster than the statewide average; and (c) declines in performance. We also wanted to identify which grades tested were more likely to show improvement.

Third, the Council looked at *racial/ethnic gaps* in student scores on state assessments. We aimed to determine the percentage of grades in the Great City School districts that have reduced racial achievement gaps and to discern which grades were making the most progress in narrowing these gaps.

Finally, the Council looked at whether Great City School reading and math performance was *above or below statewide averages* for each city. We did not examine school-by-school data or "group performance within school" data—as *Leaving No Child Behind* will require—but plan to do so in subsequent reports.

Eight major findings about academic achievement in urban schools emerged from the Council's study:

Finding 1: Mathematics achievement has improved in urban schools.

America's performance in math on national and international tests was where the nation's educational reform movement started. The Council's analysis of district and grade-level math scores on state assessments shows that—

- About 91.2% of the Great City School *districts* increased their math scores in more than half the grades tested.

- About 46.3% of the Great City School *districts* increased their math scores in more than half the grades tested at a faster rate than their states.

- Approximately 87.1% of all *grades* tested in the Great City Schools showed gains in math scores.

- Some 43.2% of all *grades* tested in the Great City Schools improved their math scores faster than their states.

Finding 2: Gaps in math achievement in urban schools may be narrowing.

The persistence of gaps between the average test scores of students from different racial/ethnic groups is a serious concern. Preliminary evidence from the Council's analysis of math scores shows some progress in reducing these gaps in some city schools.

- Some 60% of 4th grades tested in the Great City Schools narrowed the achievement gap in math between *White and African American* students. About 65% of 8th grades tested reduced the White-Black gap; and 56.3% of 10th grades narrowed the gap.

- About 60% of 4th grades tested in the Great City Schools narrowed the achievement gap in math between *White and Hispanic* students. About 90% of 8th grades tested reduced the White-Hispanic gap; and 81.3% of 10th grades narrowed the gap.

- Achievement gaps in math between *White and African American* students narrowed in 41.8% of the grades tested at a faster rate than the state.

- Achievement gaps in math between *White and Hispanic* students narrowed in 43.6% of the grades tested at a faster rate than the state.

Finding 3: More urban school districts showed math gains in 2001 than in 2000.[2]

The analysis also looked to see if math performance in urban school districts had improved since last year when *Beating the Odds I* was published. The results (using identical districts) indicated that—

- The percentage of urban school *districts* showing math gains in all grades tested increased from 47% in 2000 to 62.3% in 2001.

- The percentage of urban school *districts* showing math gains that were faster than their states in all grades tested increased from 4% in 2000 to 10.2% in 2001.

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[2] Data based on 53 districts assessed in 2000 and in 2001.

Finding 4: Urban school achievement remains below national averages in math.

Despite significant gains in math performance, urban schools as a group still score below national averages. How much lower depends on the city, the state, and the test.

Eight major city school systems (14.8%) in 2001 had average math scores in *half or more* of the grades tested that were the same as or higher than their respective states. These systems are Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Hillsborough County (Tampa), Portland, Sacramento, San Francisco, and Seattle.

Five of these cities (Albuquerque, Anchorage, Broward County, Hillsborough, and San Francisco) had the same or higher scores than their states in *all* grades tested. All other cities scored lower than their states by varying degrees.

Finding 5: Reading achievement in urban schools has improved on state tests.

Reading has generally received less emphasis than math in the education reforms of the last ten years. It is not surprising, in some ways, that reading scores on the National Assessment of Educational Progress (NAEP) have been relatively flat for the nation as a whole. The Council's analysis of state assessment data noted the following key trends:

- About 83% of the Great City School *districts* increased their reading scores in more than half the grades tested.
- About 44% of the Great City School *districts* increased their reading scores in more than half the grades tested at a faster rate than the state.
- Approximately 76% of all *grades* tested in the Great City Schools showed gains in reading scores.
- Some 44% of all *grades* tested in the Great City Schools improved their reading scores faster than their states.

Finding 6: Gaps in reading achievement in urban schools may be narrowing.

The modest gains in reading achievement among the cities appear to be occurring without additional widening of the racial/ethnic achievement gap. Not all states publicly report their data by race, but among those that do, the results are encouraging:

- Some 78% of 4th grades tested in the Great City Schools narrowed the achievement gap in reading between *White and African American* students. About 55% of 8th grades narrowed the White-Black gap; and approximately 56% of 10th grades narrowed the gap.
- About 61% of 4th grades tested in the Great City Schools narrowed the achievement gap in

reading between *White and Hispanic* students. About 50% of 8th grades tested reduced the White-Hispanic gap; and 63% of 10th grades narrowed the gap.

- Achievement gaps in reading between *White and African American* students narrowed in 41.1% of the grades tested at a faster rate than the state.

- Achievement gaps in reading between *White and Hispanic* students narrowed in 44.6% of the grades tested at a faster rate than the state.

Finding 7: More urban school districts showed reading gains in 2001 than in 2000.[3]

The Council's analysis also looked at whether reading performance in urban school districts had improved since last year. The data showed that—

- The percentage of urban school *districts* showing reading gains in all grades tested increased from 35% in 2000 to 40.7% in 2001.

- The percentage of urban school *districts* showing reading gains that were faster than their states in all grades tested increased from 6% in 2000 to 12% in 2001.

Finding 8: Urban school achievement in reading remains below national averages.

Despite the apparent gains on state assessments, urban reading scores remain below state and national averages. Average reading scores in the cities also appear to be somewhat lower than average math scores.

Only six major city school systems (11%) in 2001 had average reading scores in *half or more* of the grades tested that were the same as or higher than their respective states. They are Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Hillsborough County (Tampa), San Diego, and San Francisco.

Five of these cities (Albuquerque, Anchorage, Broward County, Hillsborough and San Diego) had the same or higher scores than statewide averages in *all* grades tested. All other cities scored below their states by varying degrees.

Who We Are Today: Key Factors That Shape the Urban Context

Big-city systems are different from other schools. They serve a demographically different student body and they operate in political and financial environments that are more complex, contentious, and competitive than those of smaller systems.

These contextual differences are significant and should be considered in any study of urban school achievement. The Council's analysis identified three broad factors that warrant attention in future policy discussions about improving achievement in the Great City Schools.

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[3] Data based on 54 identical districts assessed in 2000 and in 2001.

Factor 1: The nation cannot raise achievement across the board without paying attention to the significant percentage of students enrolled in urban schools.

In school year 1999-2000, the Great City Schools enrolled 14.8% of the nation's public school students. (This percentage represents a slight increase from 14.6% in 1995-96.) The share of U.S. students who attend urban schools is large enough to influence the overall educational performance of the nation.

Factor 2: Students in urban schools are more likely than other students to be African American, Hispanic, or Asian American; to come from low-income families; and to come from non-English speaking homes.

The Council's analysis showed the following demographic characteristics of urban students: These factors have changed only slightly in recent years.

- About 77% of students in the Great City Schools in 1999-00 were African American, Hispanic, Asian American or other students of color, compared with about 37.7% nationwide.
- Approximately 61.7% of students in the Great City Schools are eligible for a federal free lunch subsidy, compared with about 37.7% nationwide.
- About 18.1% of students in the Great City Schools are English language learners, compared with approximately 8.4% nationwide.
- Some 92% of the Great City School systems have poverty rates above their statewide averages, and 87% have higher percentages of English language learners than their states.

Factor 3: Urban schools often lack adequate financial resources.

Beating the Odds II also examined financial investments in the nation's urban public schools. Using data from the National Center for Education Statistics, our analysis found the following—

- The current per pupil expenditure in the Great City Schools was $6,514 in the 1997-98 school year (most recent federal data available)—up 7.6% from $6,055 in 1995-96 (unadjusted for inflation). The national average grew from $5,689 to $6,189—or 8.8%—over the same period.
- The current per pupil expenditures of 36 (63.2%) Great City School districts were above their respective state averages and 20 (35.1%) districts —enrolling over three million students— were below. (One was the same.)
- The share of all elementary and secondary school spending that states devoted to the nation's major city school systems dipped slightly from 15.5% in 1995-96 to 15.4% in 1997-98.

SUMMARY OF FINDINGS

	Math	Reading
% Cities w/ All Grades Improved	63%	40%
% Cities w/ All Grades Improved Faster than State	9%	11%
% Cities w/ At Least 50% Grades Improved	91%	83%
% Cities w/ At Least 50% Grades Improved Faster than State	46%	44%
% Cities w/ At Least 50% Grades Above State	15%	11%
% Grades Tested Improved	87%	76%
% Grades Tested Improved Faster than State	43%	44%
% Grades Tested Declined	10%	18%
% 4th Grades Improved	95%	91%
% 8th Grades Improved	80%	60%
% 4th Grades Closing Gap between Whites and African Americans	60%	78%
% 4th Grades Closing Gap between Whites and Hispanics	60%	61%
% 8th Grades Closing Gap between Whites and African Americans	65%	55%
% 8th Grades Closing Gap between Whites and Hispanics	90%	50%
% 10th Grades Closing Gap between Whites and African Americans	56%	56%
% 10th Grades Closing Gap between Whites and Hispanics	81%	63%
	CGCS	**USA**
% Enrollment Free & Reduced Lunch Eligible	62.4%	37.7%
% Enrollment English Language Learners	18.1%	8.4%
% Enrollment Students of Color	77.1%	37.7%
Current Expenditures per Pupil	$6,514	$6,189

INTRODUCTION

The movement to reform education in the U.S. is fundamentally about improving urban public schools. Conversations about standards, testing, vouchers, charter schools, funding, equity, desegregation, governance, privatization, social promotion, and accountability are discussions—at their core—about public education in the cities.

It is a discussion worth having, for nowhere does the national resolve to strengthen its educational system face a tougher test than in our inner cities. There, every problem is more pronounced; every solution harder to implement.

The obstacles to learning in the cities, while well known, are neither exaggerations nor excuses. And the burden is borne disproportionately by African American and Latino children, students with disabilities and those learning English, and youngsters who live in the poverty-stricken cores of America's major cities.

Meeting their needs demands both systemic and targeted solutions, developed in a context of enormous diversity and scarce resources, and focused relentlessly on student achievement.

As recently as six years ago, progress in urban education was at a standstill. Critics noted that performance was stagnant and that urban systems seemed paralyzed by structural problems in governance, labor relations, bureaucracy, resources, management, operations, and politics.

Urban school leadership appeared to have tried everything and come up short: thousands of education programs, hundreds of curricular changes, countless social interventions, numerous parental involvement strategies, all at a cost of millions of dollars. Among many observers, there was the nagging fear that the struggle was lost and the effort wasted.

What happened, of course, was the standards movement. The public reminded educators—particularly those in cities—why they were in business in the first place and what they were being held responsible for delivering.

Not only did the priorities of big city schools change, but the outlook for meeting our challenges brightened as well. And the first fragile signs that a turn-around in urban education began to emerge.

Why should the nation care? The answers are not complicated. First, our economic and global primacy depends on the productivity of the children now being educated in our city schools. America's urban children make up too large a portion of our nation's future to ignore them. Second, the most recent Third International Math and Science Study made it clear that the United States was never going to be the first in the world educationally without improving the achievement of its urban children. Third, the nation has a moral imperative, grounded in the Constitution, to strive for individual justice and equality for all its citizens, and education is the soundest way of endowing those rights.

In short, our city schools are as basic to the national welfare as America's military hardware is to the national defense. The nation's inattention to the needs and promise of its urban youth is a catastrophic strategic mistake that saps our strength and dilutes our power as a country.

Urban schools know that it is not enough to assure people that we are working harder to meet high standards or to say that the public's money is worth the investment, although both are surely true. We must back up those assurances with results—concrete, verifiable documentation that our efforts to improve education in the cities are paying off and that the public's money is being well spent.

This report provides a second look at the performance of the Great City Schools on the assessments used by the states in which they are located. It seeks to answer the questions, "Are urban schools improving?" and "Are achievement gaps closing?" With this report, the Council intends to provide a straightforward picture of urban school progress to the public, the press, policymakers, educators, and everyone with a stake in education reform.

The report is divided into three sections:

- The first section explains the purpose of the report, the methods used to analyze the data, and the limitations of that data. It lays out the main findings emerging from the Council's analysis of state assessment data and other information. It also presents graphs and bullets showing critical trends in urban student achievement, changes in urban school demographic conditions, and changes in levels of investment in urban schools.
- The second section contains profiles for each of the 57 member school districts of the Council of the Great City Schools. Each profile includes demographic data for the district and the state, trends in expenditures, and limited staffing data. Also included are data on trends in reading and math achievement on the state assessments, by grade and by race/ethnicity where available.
- The third section, the Appendix, identifies the sources of the data and the formulas used for computations.

The point of measuring student performance and reporting it to the public is, of course, to channel help to the students, schools, and communities that need it most—and to honestly confront shortcomings and pursue needed improvements. This report will show the shortcomings. But, *Beating the Odds II* is not only a report card on urban education; it is a report card on the nation and its commitment to leave no child behind.

METHODOLOGY

Methods for Collecting and Analyzing Assessment Data

This report presents district-by-district achievement data on 57 major city school systems in reading and math.[4] It updates performance data published in *Beating the Odds I* through spring 2001. It also presents results by year, by grade, and by race/ethnicity.

These state assessment results were collected by Council staff from a number of sources: state websites, reports, and databases. Each state's website was searched for information that described its assessments, the grades and subjects in which the tests were administered, the years in which the tests were given, the format or metric in which results were reported, and changes in test forms or procedures. The decision was ultimately made to include data only for reading (or language arts) and math in this report, because all states reported results in these critical subject areas.

Assessment data were then examined to determine the number of years the state had administered the tests to ensure that the report included only results that were comparable from year to year. Data were eliminated if states changed tests or significantly modified their guidelines about which students to test. Illinois, for example, changed tests in 1999, so results before then were eliminated. The instrument in place for spring 2001 testing was the one used in this study to report trend lines. Every effort was made by staff to track changes states made to their previously posted data.

Data were also collected by race/ethnicity, where reported by the state. Not all states report their disaggregated data, even if they gather it. Results for African American, Hispanic and White students are included in this report. Results for Asian American students were not included because of inconsistent reporting by states.

The reader should note that data are not presented in precisely the way that the new federal *Leave No Child Behind* legislation requires. The law has not been fully implemented yet and states have not altered how they post their results. We have, however, made every effort to report the data in "performance levels" where available and to show the percentage of students who score at "proficient" or higher levels as specified in the law. Our future reports will reflect the federal Act as states implement it.[5]

Each district's progress, regardless of how each state reported it, was converted into an annualized change score in order to help neutralize the effects of differing testing periods. Achievement data reported in percentiles, however, were converted into "normal curve equivalents" (NCE's) before an annualized rate was calculated. The annualized change rates were juxtaposed against the state's progress over the same period so the reader could compare the district's rate of progress with that of the state. The same comparisons were made by race/ethnicity, except that the sheer volume of disaggregated data precluded using every grade. This study therefore focused on achievement gap data in reading and math for grades 3, 4, or 5; 7 or 8; and 9 or 10, whichever was more frequently tested in each band.

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[4] Readers should note that last year's report, *Beating the Odds I*, contained data on 55 city school systems. This year's report adds data on Austin, Memphis, and Oklahoma City; and deletes data on Tulsa—a net increase of two cities.

[5] The Council also considered including data on individual schools using a new federal database developed by the American Institutes for Research that merges state test results by school with the Common Core of Data. This database was used by the Education Trust in *Dispelling the Myth*. The Council may use this bank in subsequent analyses but did not do so for this report because of unexplainable anomalies in the one-year data.

In addition to the data presented for individual districts, aggregate test results are shown for states, cities, and grade levels. We did this by counting the number and percentage of states, cities, and grades that moved up or down over the testing period.[6] The analysis shows the percentage of cities that have improved in reading and math in *all* grades tested or in at least *half* of the grades tested. These results were then examined to see whether a city improved by either criteria at a faster or slower rate than their respective states.

The Council was also interested in determining whether the percentage of cities showing improvements increased or decreased since *Beating the Odds I*. We conducted this analysis by matching identical cities (54 for reading and 53 for math) from both reports and counting gains across districts.

Cities are not ranked in this report on their performance, nor are test results in one state or city compared with any other. The nation's 50-state assessment system does not allow such comparisons.[7] Comparisons *within* a given state can be done but they should be made cautiously.

Finally, the individual profiles for some districts include local assessment data, in addition to the statewide assessments. This was done to supplement the short-term trend data for some states that have only recently implemented their assessments. The local test data is included only in the individual profiles; they are not included in the summary tables and graphs.

Limitations of the Data

The assessment data presented in *Beating the Odds II* have a number of serious flaws. We were not able to correct these problems since our first report was published, because states had not yet changed how they report results. The reader should be aware of the following limitations in the data—

1. It is not possible to compare assessment data across states. Each state has developed its own test, test administration guidelines, timelines, grades to be tested, and other technical features. It is not technically sound to compare districts across state lines.

2. Trend lines vary in duration from state to state. Some districts have trend data spanning five to seven years, while others may have data for just three years. This is because states have been

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[6] This method was also used in the *Brown Center (Brookings Institution) Report on American Education: How Well Are American Students Learning?*

[7] The Council has proposed solving this problem by initiating a sub-state urban NAEP trial. The trial was approved by the National Assessment Governing Board and conducted in five major cities in February 2002.

administering their tests and reporting their results for different periods.

3. No tests of statistical significance were conducted on test score growth rates, nor are standard errors of measurement included in this report. Most states do not yet publish the statistics necessary to make these calculations accurately.

4. The number of students tested was not reported, nor was the number of students enrolled in each grade. Some states identified the number of students tested, but most did not indicate the number enrolled in each grade during the testing period. Including the number of students tested would have had little, if any, meaning without also including the numbers enrolled in the same grades at the time the test was given.

5. Each state reports its results in differing metrics or statistical units. The metrics can affect how good or bad the scores look and can influence the direction of trends. For the most part, the Council used "performance levels," NCE's, or scale scores. We recognize that scores on any given district might vary if another metric was selected. In general, we selected "performance levels" where we had a choice of metrics. Otherwise, we selected the states' most prominently reported metric.

6. Tests may vary in their degree of difficulty. This report did not attempt to analyze the difficulty or rigor of a state assessment. A state with a challenging test may produce lower district scores, while a state with an easy test may have higher district scores.

7. States use similar terminology for the various performance levels (i.e., advanced, proficient, basic, and below basic), but these terms do not always mean the same things from state to state. A level of student performance that is considered "proficient" in one state may be "basic" or below in another. In addition, the scale from the highest possible score to the lowest will differ from test to test and will effect how close city averages look compared to their states.

8. The data are limited by what each state publicly reports. There may be circumstances where the data in this report are incomplete because the state has not posted all of its findings on its website or has not broadly circulated reports containing the findings.

9. The analysis uses identical districts when comparing 2000 and 2001 results. Still, the reader should use caution in interpreting the results because districts tested in a larger number of grades in 2001 than in 2000.

10. State and national averages throughout the report include city data to which the states and the nation are being compared.

Demographic, Staffing, and Financial Data

To place the academic gains in context, the Council collected additional data on district demographics, staffing, and financing. This information came from various databases of the National Center for Education Statistics, including the *Digest of Education Statistics*, the *Common Core* *of Data, Characteristics of 100 Largest Public Elementary & Secondary School Districts,* and other sources. The Appendix of this report has a complete listing of data sources for all contextual data. Trends for each variable are shown for school years 1995-96 and 1999-00 (the most recent year for which federal data were available)—except for spending data, which cover 1995-96 and 1997-98 (the most recent available). Thus, the period for this contextual data is slightly different from the years for which test scores were reported.

Once the data were collected, the Council prepared preliminary profiles on each member city. Profiles were mailed to the superintendent, school board representative to the organization, and research director of the member districts. Districts were asked to review the data, submit corrections, and add clarifying comments and end notes.

Corrections to the profiles were then made. Few districts adjusted any of the statewide achievement reports, but some provided clarifying information about changes in state practices and reporting. All changes to performance data were verified against state websites and other reports. A number of corrections, however, were made to NCES demographic and staffing data. The Council made those corrections but noted them with an asterisk, so readers would know which data came from the NCES and which were adjusted by the individual school systems. Finally, the Council decided to retain all NCES finance data as the agency reports it in order to maintain the highest level of integrity and comparability—although this meant using older numbers than we would have liked.

1. MATH ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY

Improving Math Achievement: A National Priority

During the past 15 years, the nation has placed a high priority on boosting the performance of U.S. students in mathematics and science. These efforts actually date to the Sputnik era of the late 1950s, but they intensified in the mid-1980s when America's preeminence was threatened by the thriving economies of Japan and Western Europe. Corporate leaders, governors, and others published a flood of reports at the time citing educational deficiencies as the source of our economic problems and calling for national action.

Congress responded by passing the Eisenhower math and science education program in 1984. In 1989, the White House convened a National Education Summit in Charlottesville, Virginia, where President George H.W. Bush and the Governors reached consensus on the need to develop national education goals. One of the goals emerging from this process involved making the United States first in the world in mathematics and science achievement by the year 2000.

At about the same time, the National Council of Teachers of Mathematics established the first benchmarks for what students should know and be able to do in mathematics, stimulating a movement to raise academic standards that has dominated education reform for the past thirteen years.

These efforts paid dividends as student math achievement has increased nationally over the last few years. *Beating the Odds II* examines state assessment results to determine whether urban public school systems were also making progress in mathematics.

Trends in Math Achievement at the District Level

The Council looked at mathematics achievement trends in several ways: at the district level, grade level, and by major racial group.[8] *District*-level math scores were analyzed to determine the percentage of districts that:

- improved in *all* grades tested on the state assessments;
- improved at rates *faster* than the statewide average in *all* grades tested;
- improved in *half or more* of the grades tested; and
- improved at rates *faster* than the statewide average in *half or more* of the grades tested.

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[8] Trend data include the period from when each state first administered its currently-administered test to spring 2001.

Figure 1. Percentage of Cities with Gains in Math

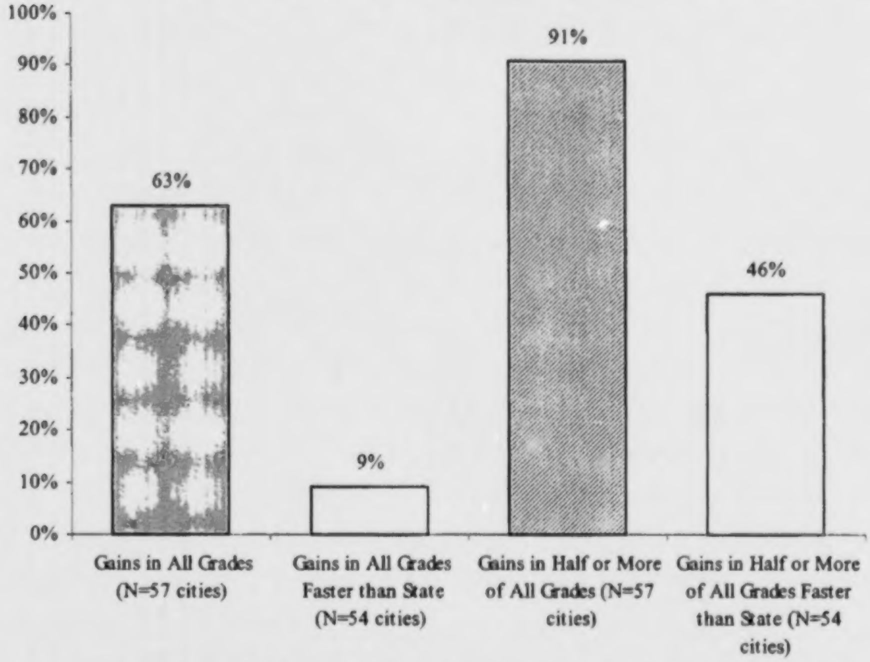

Figure 1 displays the results of the *district-level* analysis. Several key trends emerge:

- About 63% of the Great City School *districts* increased their math scores in *all* grades tested.[9]
- About 9% of the Great City School *districts* increased their math scores at *faster* rates than their states in *all* grades tested.[10]
- Some 91% of the Great City School *districts* increased their math scores in *half or more* of their grades tested.[11]
- About 46% of the Great City School *districts* increased their math scores at *faster* rates than their states in *half or more* of the grades tested.[12]

Cities whose math scores improved faster than the state in *all* grades tested included Birmingham, Broward County (Ft. Lauderdale), Long Beach, Philadelphia, and Pittsburgh.

Cities whose math scores improved faster than the state in *half or more* of the grades tested included Atlanta, Austin, Baltimore, Birmingham, Boston, Broward County (Ft. Lauderdale), Charlotte-Mecklenburg, Cleveland, Dallas, Denver, Fort Worth, Houston, Indianapolis, Long Beach,

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[9] Percentage based on 36 of 57 cities. (See appendix for list of cities.)

[10] Percentage based on 5 of 54 cities. Results do not include Des Moines, the District of Columbia, or Omaha on which there were no state data. (See appendix for list of cities.)

[11] Percentage based on 52 of 57 cities. (See appendix for list of cities.)

[12] Percentage based on 25 of 54 cities. Results do not include Des Moines, the District of Columbia, or Omaha on which there were no state data. (See appendix for list of cities.)

Miami-Dade County, Newark, New Orleans, Norfolk, Philadelphia, Pittsburgh, Portland, Rochester, Sacramento, St. Louis, and St. Paul.

Trends in Math Achievement by Grade Level

Trends Across Grades

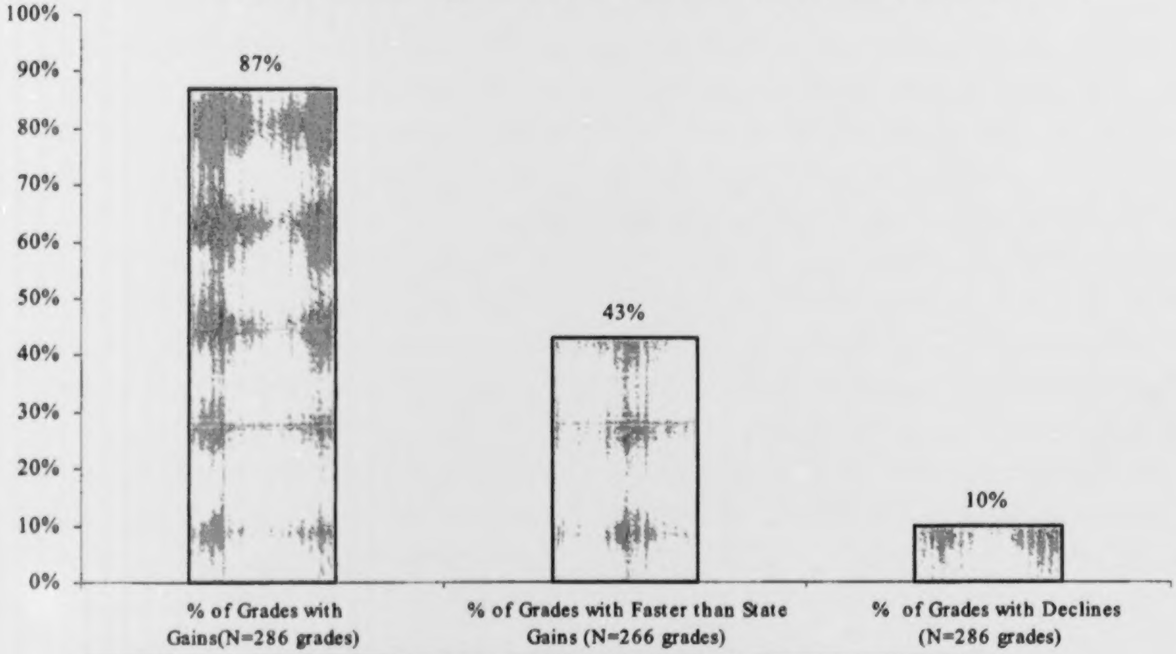
The Council also examined data by *grade level*. All grades across the 57 districts were combined to determine the percentage that:

- improved in math;
- improved in math at *faster* rates than the state; and
- decreased in math.

Figure 2 displays the results of the *grade-level* analyses in math. The following key trends emerged:

- Approximately 87% of *all grades* tested showed gains in math scores.[13]
- About 43% of *all grades* tested in math improved at faster rates than their states.[14]

Figure 2. Percentage of Grades with Gains (or Declines) in Math



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[13] Percentage based on 249 of 286 grades in 57 cities. (See appendix for list of cities.)
[14] Percentage based on 115 of 266 grades in 54 cities. (See appendix for list of cities.)

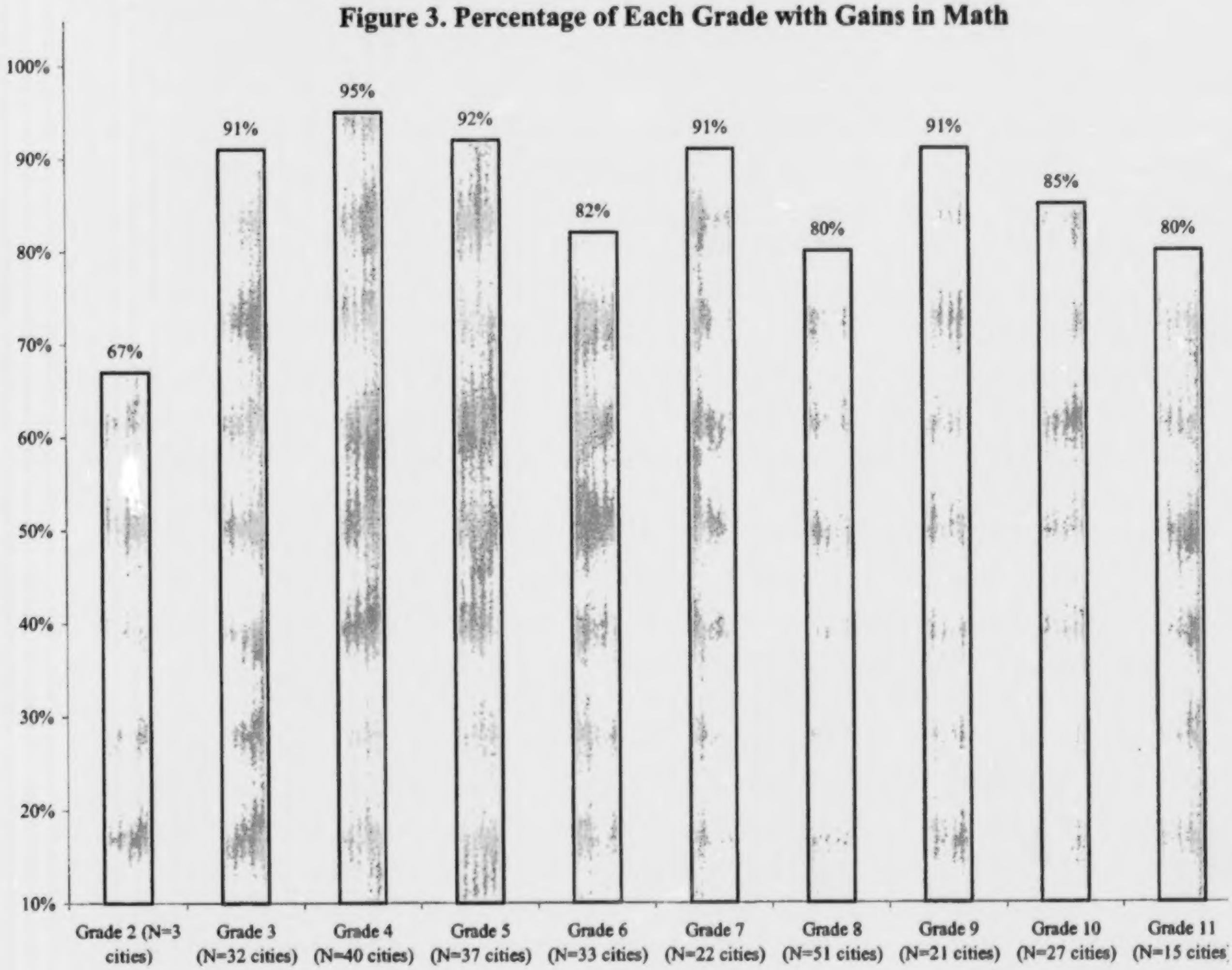
- Some 10% of *all grades* tested in math declined.[15]

Trends in Specific Grades

The Council also examined *each grade* in the 57 districts to determine which grades were most likely to show improved math scores. Figure 3 shows the results, including these key trends:[16]

- Approximately 95% of all *4th grades* tested showed gains on their state math tests.
- About 80% of all *8th grades* tested showed gains on their state math tests.
- Some 85% of all *10th grades* tested showed gains on their state math tests.

Figure 3. Percentage of Each Grade with Gains in Math



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[15] Percentage based on 28 of 286 grades in 57 cities. (See appendix for list of cities.)

[16] Only the District of Columbia tested in Grade 1. N's differ because not all cities tested in the same grades. (See appendix for list of cities.)

Changes in Racial/Ethnic Gaps in Math Achievement

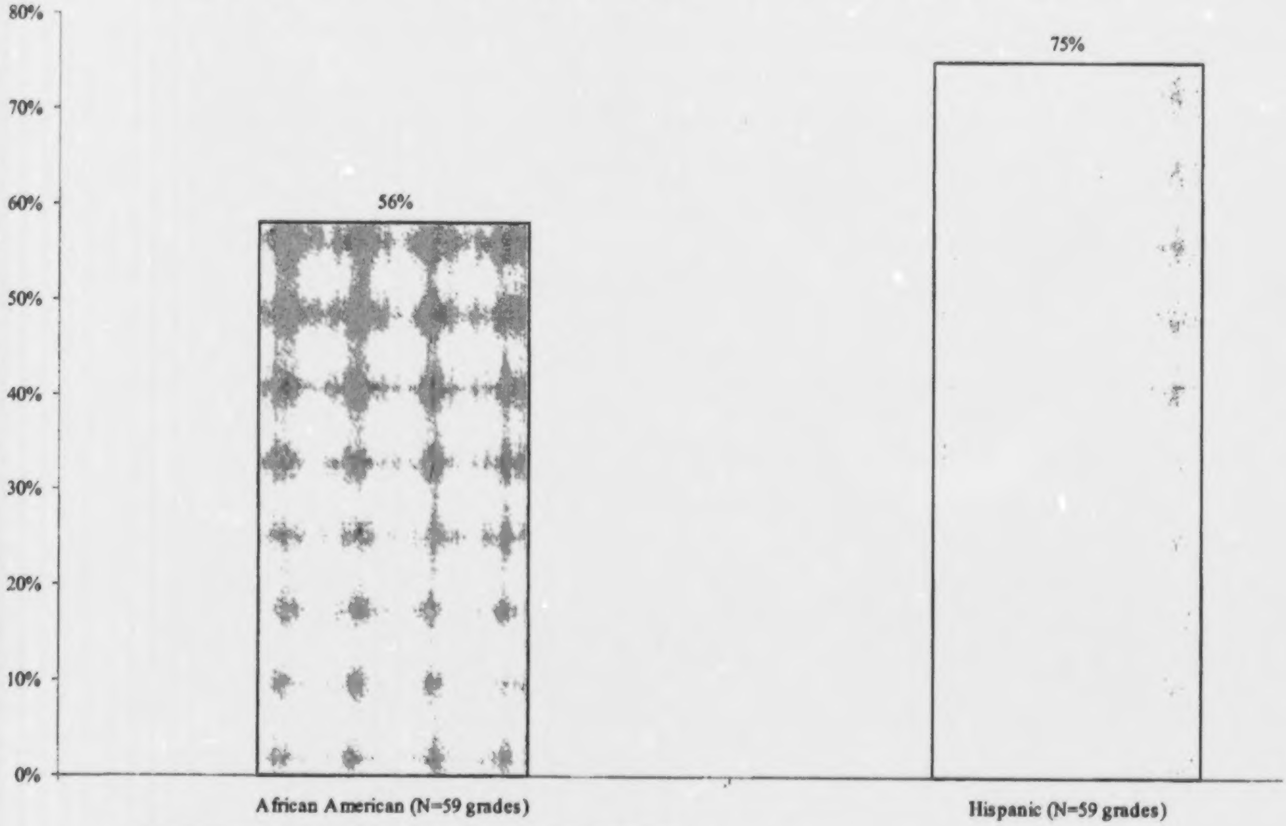
The Council also examined state assessments to determine whether racially-identifiable gaps in math achievement were narrowing in city schools. The analysis of gaps focused on data at the elementary, middle and secondary grades in 21 Great City districts (the number for which state trend data by race were available). Unfortunately, not all states have disaggregated or reported their test results by race over any length of time.

Reducing Overall Racial/Ethnic Gaps

The Council looked first at the percentage of aggregated grades across the cities that had narrowed the gaps in math achievement between: (a) White and African American students; and (b) White and Hispanic students. Figure 4 shows the results, including these key trends:[17]

- Math achievement gaps between *White and African American* students were reduced in 56% of the grades for which state test data were disaggregated and reported.[18]

Figure 4. Percentage of Selected Grades Narrowing Achievement Gaps in Math



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[17] Data based on gaps in the most frequently tested grades in the following bands: 3, 4 or 5; 7 or 8; and 9 or 10.

[18] Percentage based on 33 of 59 grades in 21 cities. (See appendix for list of cities.)

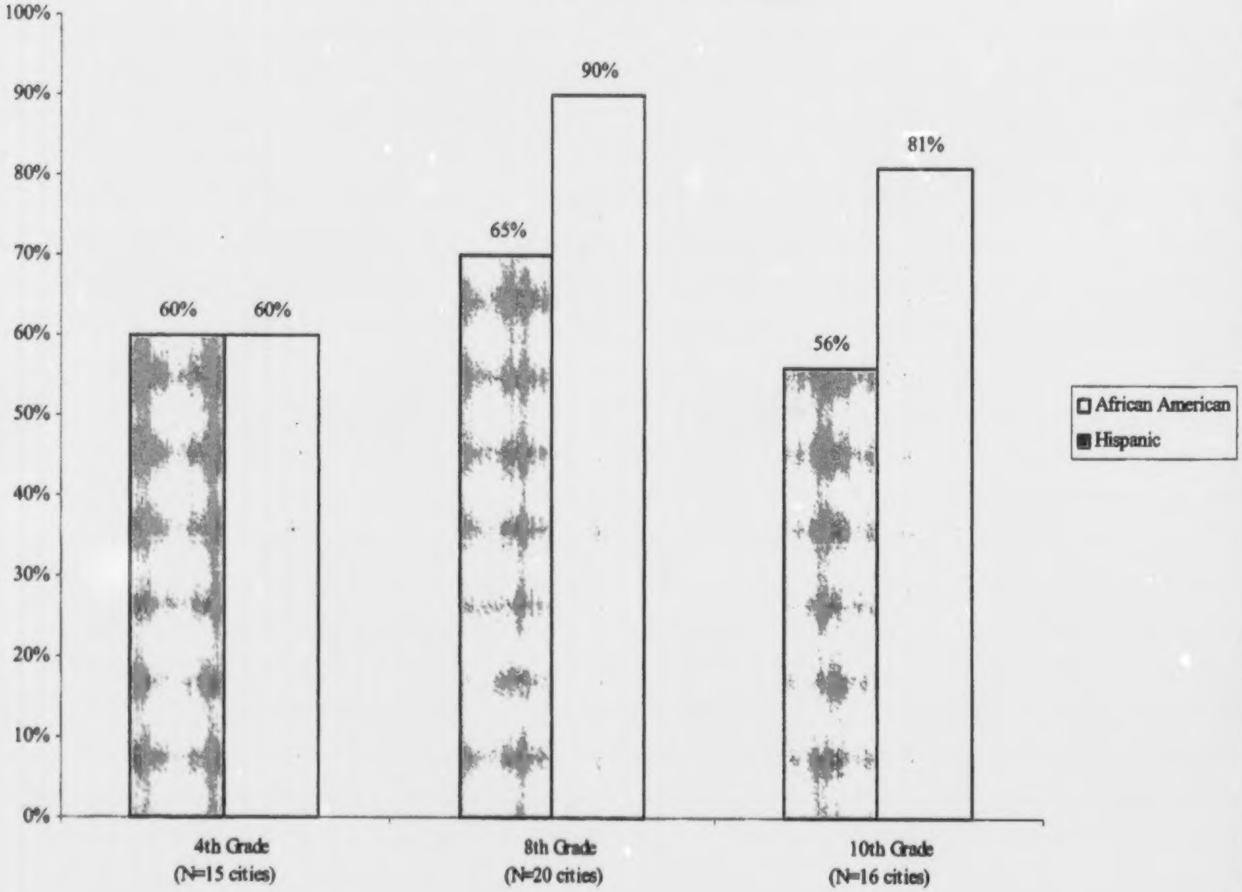
- Math achievement gaps between *White and Hispanic* students were reduced in 75% of the grades for which state test data were disaggregated and reported.[19]

Closing Gaps in Specific Grades

The data were further disaggregated by race *and* grade in order to see where gaps were narrowing the most. Trends were examined in grades 4, 8, and 10. The analysis involved different numbers of districts for each grade because states do not always test the same grades, nor do all states disaggregate and report the results by race.

Figure 5 shows the results of this analysis, including these key trends:

Figure 5. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Math by Race



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[19] Percentage based on 44 of 59 grades in 21 cities. (See appendix for list of cities.)

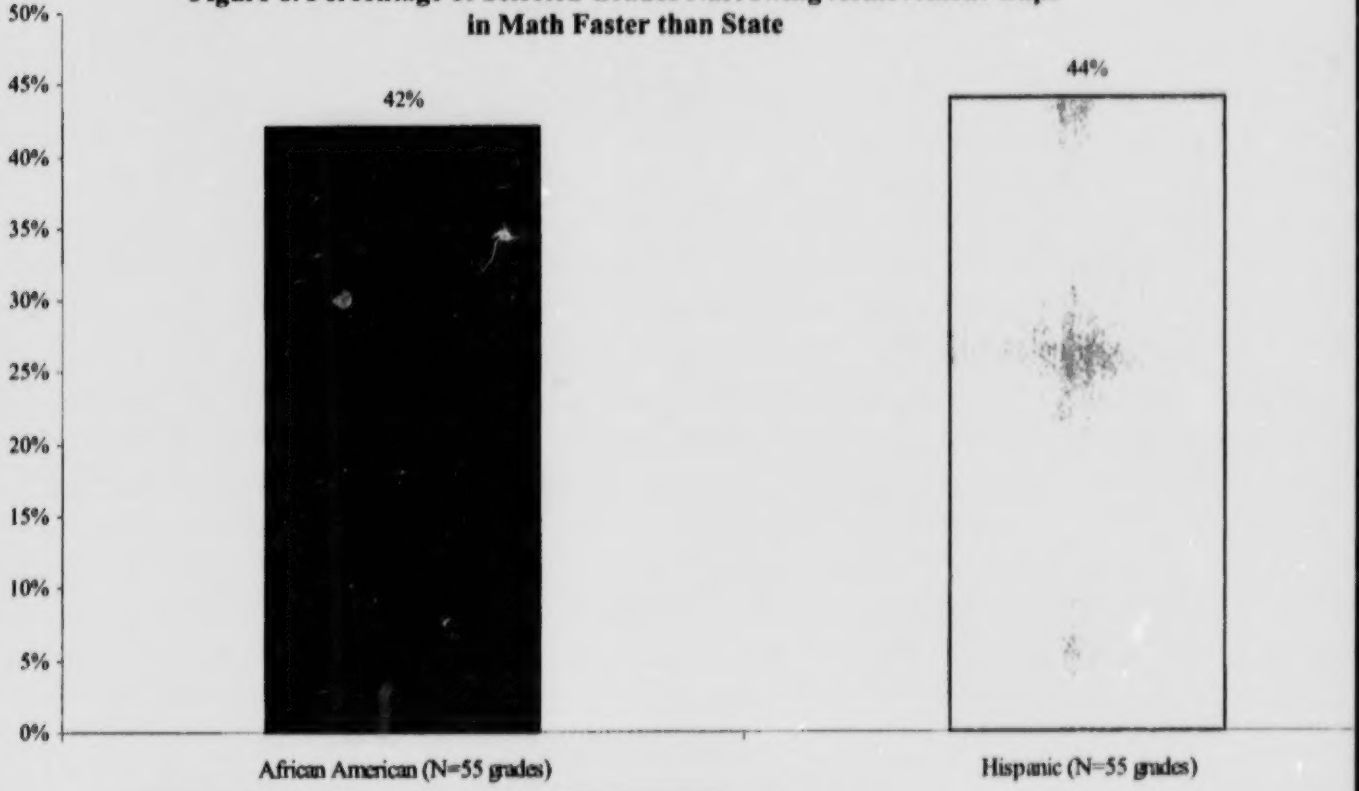
- About 60% of 4th grades narrowed the achievement gap in math between *White and African American* students. Some 65% of 8th grades narrowed the White-Black gap and about 56% of 10th grades narrowed the gap.
- About 60% of 4th grades narrowed the achievement gap in math between *White and Hispanic* students. Some 90% of 8th grades narrowed the White-Hispanic gap and about 81% of 10th grades narrowed the gap.

Narrowing Gaps at Faster than State Rates

The Council also examined the proportion of selected grades tested at the elementary, middle, and secondary levels to see if racial/ethnic gaps in math were closing at rates faster or slower than their respective states. Figure 6 presents the results, including the following key findings:[20]

- Math achievement gaps between *White and African American* students narrowed in 42% of grades tested faster than statewide averages.[21]
- Math achievement gaps between *White and Hispanic* students narrowed in 44% of grades tested faster than statewide averages.[22]

Figure 6. Percentage of Selected Grades Narrowing Achievement Gaps in Math Faster than State



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[20] Data based on gaps in the most frequently tested grades 3, 4 or 5, 7 or 8, 9 or 10.

[21] Percentage based on 23 of 55 grades in 19 cities. (See appendix for list of cities.)

[22] Percentage based on 24 of 55 grades in 19 cities. (See appendix for list of cities.)

Comparing Math Achievement in 2001 with 2000[23]

Finally, the Council looked at math performance in 2001 and compared it with achievement in 2000 to determine whether results had improved since *Beating the Odds* was first published. This comparison was done by matching 53 identical districts on which data were available for both years.[24] (Comparisons by grade level and race were not conducted because of the complexity of the analysis and differing "n" counts.) The results included the following:

- The percentage of urban school *districts* showing math gains in all grades tested increased from 47% in 2000 to 62% in 2001.
- The percentage of urban school *districts* showing math gains faster than their respective states in all grades tested increased from 4% in 2000 to 10% in 2001.
- The percentage of urban school *districts* showing math gains in half or more of the grades tested remained stable at approximately 92% in 2000 and 2001.
- The percentage of urban school *districts* showing math gains faster than their respective states in half or more of the grades tested declined from about 47% in 2000 to 45% in 2001.
- The percentage of urban school *districts* with half or more of the grades tested in math that scored higher than their respective states remained stable at about 16% in 2000 and 2001.

Summary and Discussion of Math Achievement Trends

The Council's analysis indicates that math achievement has improved in the nation's urban schools. About 91% of all Great City School *districts* showed gains in math scores in *at least half* of the grades the states tested. More than half of the cities improved their math scores in *all* grades tested, and almost half improved at a rate *faster* than their respective states. In addition, the data indicate that 87% of all *grade levels* improved in math, and 43% of all grades tested improved *faster* than the state.

In addition, eight major cities (15% of the Great City School districts) had the same or higher math scores in half or more of the grades tested as their respective states. These districts included Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Hillsborough County (Tampa), Portland, Sacramento, San Francisco, and Seattle. Five of these cities (Albuquerque, Anchorage, Broward County, Hillsborough County, and San Francisco) had the same or higher scores than the statewide average in *all* grades tested.

The results of *Beating the Odds II* also suggest that racially identifiable achievement gaps in math may have narrowed somewhat. The data continue to be inconclusive because so few states have yet to disaggregate their scores by race. Still, the available results are promising.

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[23] The reader should note that the percentages presented in this section differ slightly from those presented in other sections because of the differing "n's" used to match identical districts.

[24] The reader should also note that the matched districts tested in more grades in 2001 than they did in 2000.

Finally, the analysis looked at the pattern of math scores in 2001 compared with those in 2000 in identical cities. The results show substantial gains in the percentage of cities whose math scores improved in all grades and whose gains outstripped their respective states. It is difficult to determine the rate of progress with the kind of analysis used in this report, but it is clear that improvements were broader in 2001 than in 2000.

2. READING ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY

Improving Reading Achievement: A New Priority

Until recently, the reading skills of the nation's students have not received as much attention as math. The Sputnik-era did not trigger a national debate about reading performance like it did for math or science. And the Charlottesville Summit did not focus on reading in the same way as it did other goals. A national priority on adult literacy was set following the Charlottesville event, but there was no priority given to making the United States first in the world in reading achievement. The result has been sluggish reading gains over the last several years.

Some of this stagnation was due to a deficient national focus on improved reading performance. But some involved the "reading wars" and the lack of a timely consensus on the best ways to teach reading. The debate over phonics versus "whole language" instruction was useful but it delayed concrete reading reforms until the research could sort out what really worked from what did not.

That research is now much clearer. New studies on childhood brain development enhanced our understanding of how youngsters learn and which teaching strategies were most promising. And the research emerging from the National Institute for Child Development, the National Reading Panel, and others clarified the necessary steps in the reading process. Out of this work came President George W. Bush's *Reading First* initiative and a new national priority to raise reading performance for all children.

Beating the Odds II looked at state test data to determine whether reading progress was evident in city schools.

Trends in Reading Achievement at the District Level

The Council examined state reading scores at the district level, by grade, and by major racial group in the same way it did with math. *District*-level reading data were analyzed using the same four approaches, i.e., the percentage of districts that:

- improved in *all* grades tested on the state assessments;
- improved at rates *faster* than the statewide averages in *all* grades tested;
- improved in *half or more* of the grades tested; and
- improved at rates *faster* than the statewide average in *half or more* of the grades tested.

Figure 7. Percentage of Cities with Gains in Reading

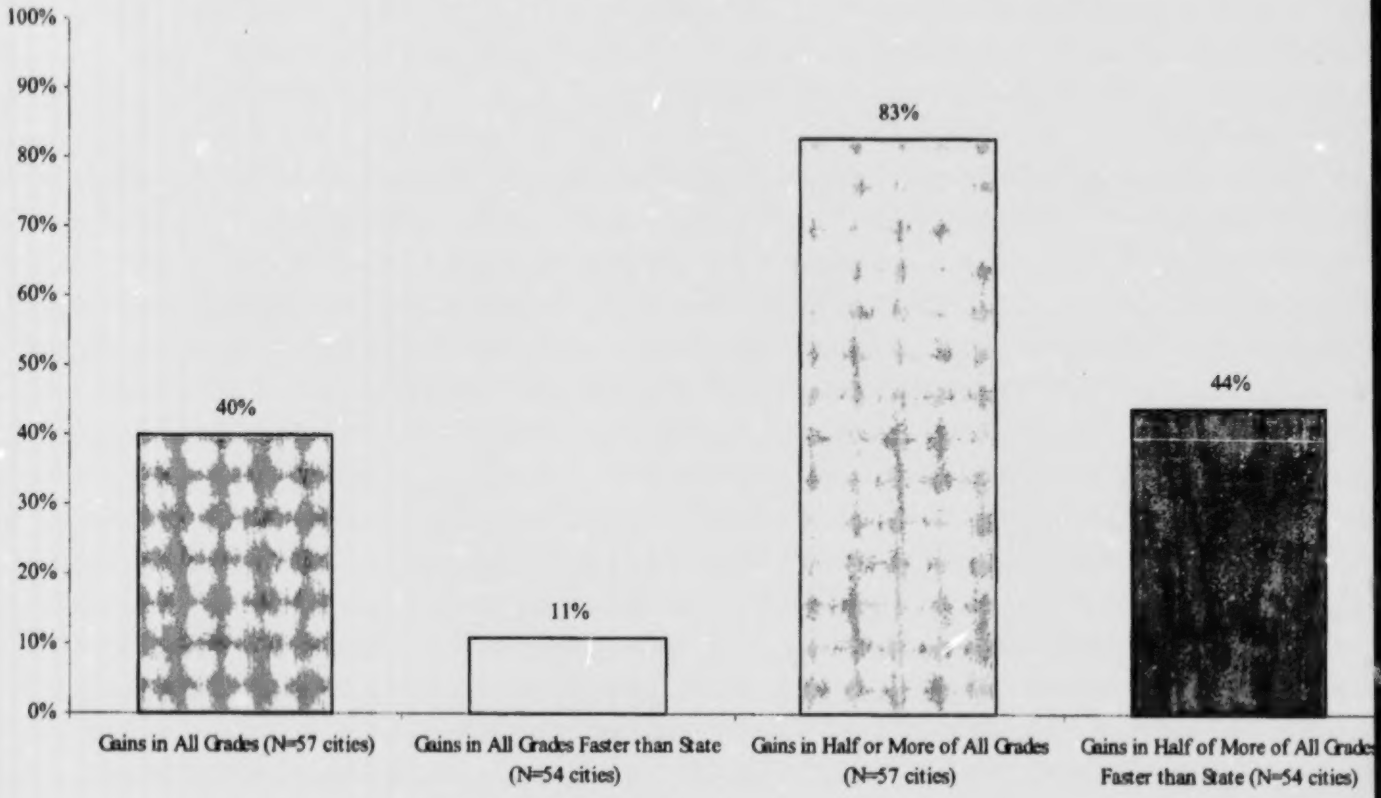

Figure 7 shows the results of the *district-level* analysis. The key findings are as follows:

- About 40% of the Great City School *districts* increased their reading scores in *all* grades tested.[25]

- About 11% of the Great City School *districts* increased their reading scores at *faster* rates than their states in *all* grades tested.[26]

- Some 83% of the Great City School *districts* increased their reading scores in *half or more* of their grades tested.[27]

- About 44% of the Great City School *districts* increased their reading scores at *faster* rates than their states in *half or more* of the grades tested.[28]

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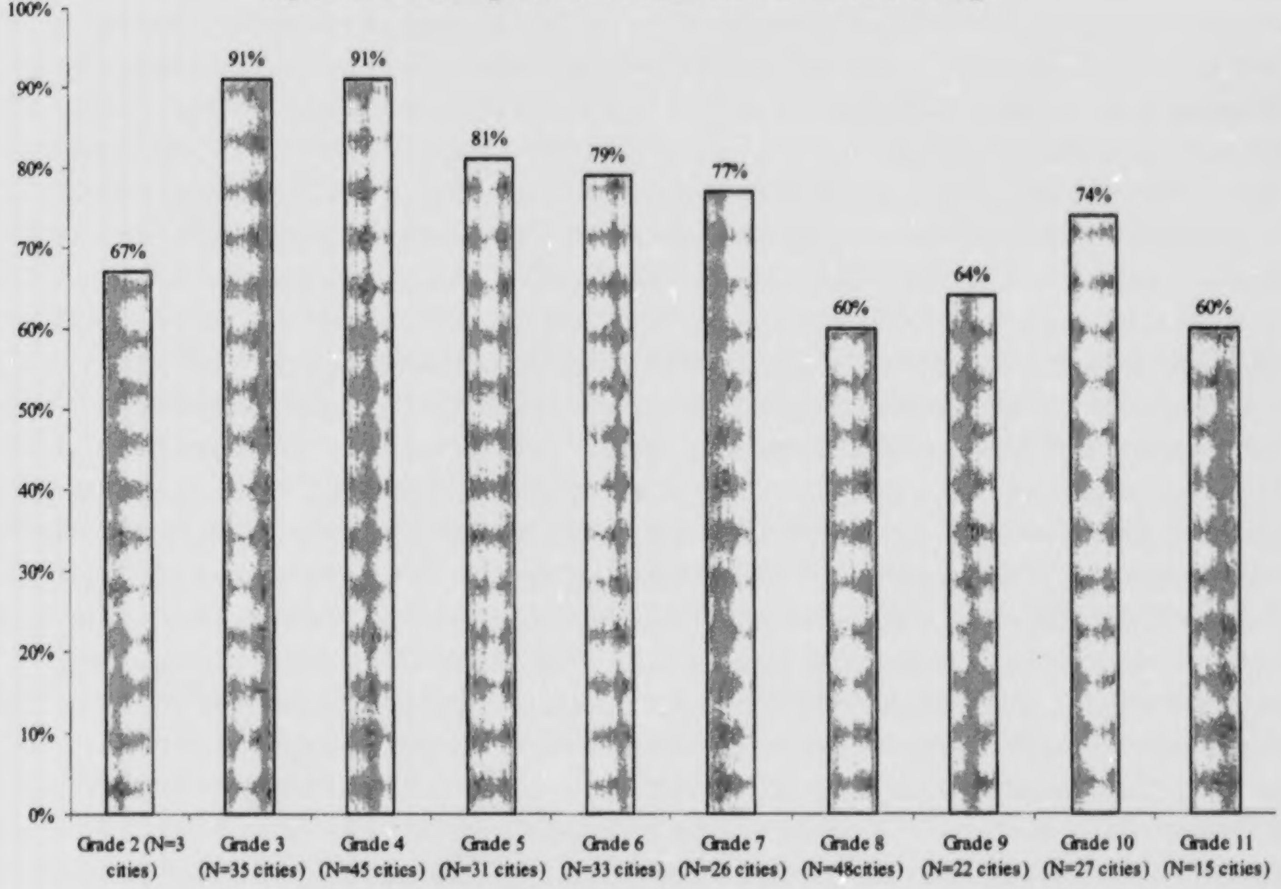
[25] Percentage based on 23 of 57 cities. (See appendix for list of cities.)

[26] Percentage based on 6 of 54 cities. Results do not include Des Moines, the District of Columbia, or Omaha on which there were no state test data. (See appendix for list of cities.)

[27] Percentage based on 47 of 57 cities. (See appendix for list of cities.)

[28] Percentage based on 24 of 54 cities. Results do not include Des Moines, the District of Columbia, or Omaha on which there were no state data. (See appendix for list of cities.)

Figure 9. Percentage of Each Grade with Gains in Reading



Changes in Racial/Ethnic Gaps in Reading Achievement

The Council also examined state assessments to determine whether racially-identifiable gaps in reading achievement were narrowing in city schools. The analysis of gaps focused on data at the elementary, middle, and secondary grades in 22 cities (the number for which state trend data by race were available). Unfortunately, not all states have disaggregated or reported their test results by race over any length of time.

Reducing Overall Racial/Ethnic Gaps

The Council looked first at the percentage of aggregated grades across the cities that had narrowed the gaps in reading achievement between (a) White and African American students; and (b) between White and Hispanic students. Figure 10 shows the results, including these key trends:[34]

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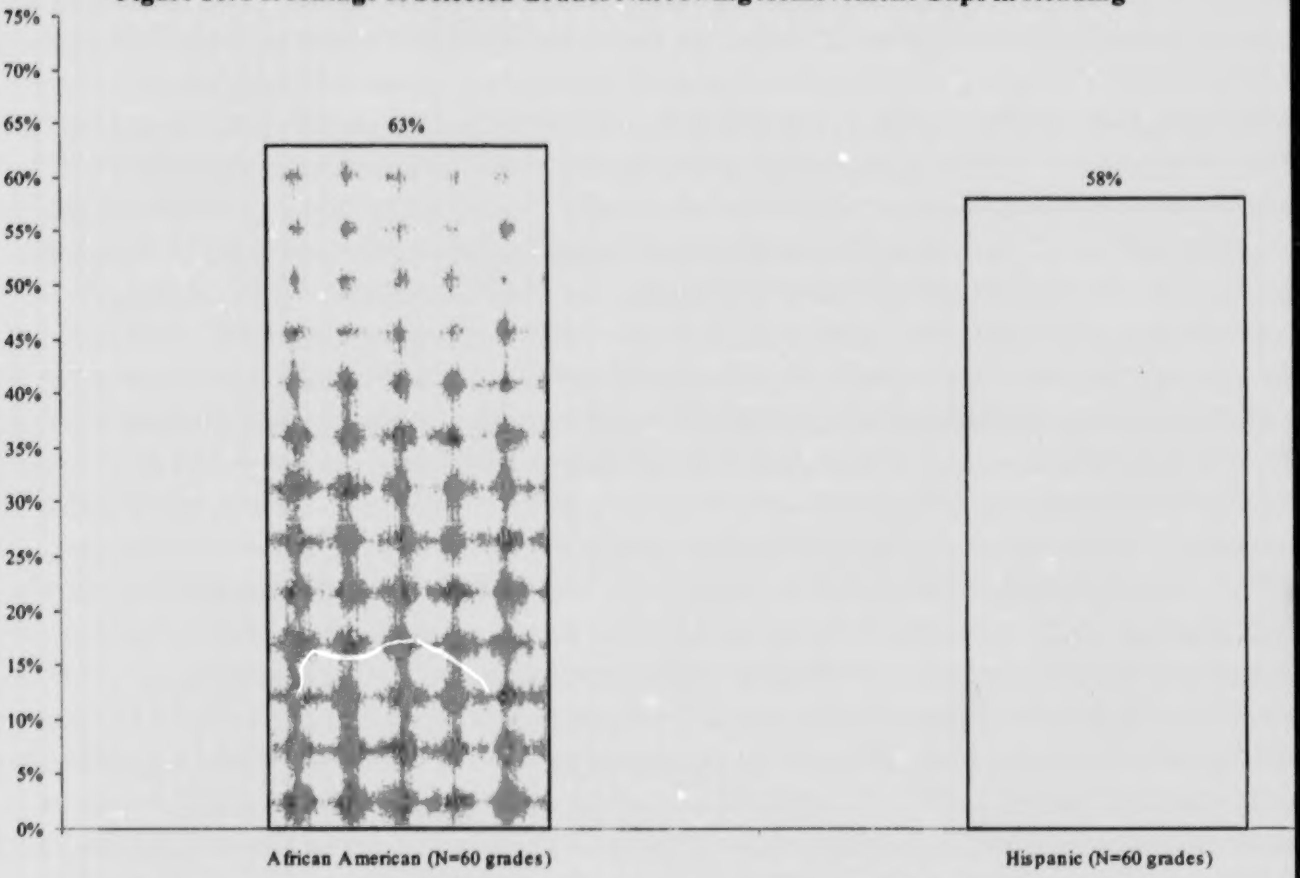
[34] Data based on gaps in the most frequently tested grades in the following bands: 3, 4 or 5; 7 or 8; and 9 or 10.

Figure 10. Percentage of Selected Grades Narrowing Achievement Gaps in Reading



- Reading achievement gaps between *White and African American* students were reduced in 63% of the grades for which state test data were disaggregated and reported.[35]

- Reading achievement gaps between *White and Hispanic* students were reduced in 58% of the grades for which state test data were disaggregated and reported.[36]

Closing Gaps in Specific Grades

The data were further disaggregated by race *and* grade in order to see where gaps were narrowing the most. Trends were examined in grades 4, 8, and 10. The analysis involved different numbers of districts for each grade because states do not always test the same grades, nor do all states disaggregate and report the results by race.

Figure 11 shows the results of this analysis, including these key trends:

- About 78% of 4th grades narrowed the achievement gap in reading between *White and African American* students. Some 55% of 8th grades narrowed the White-Black gap and about 56% of 10th grades narrowed the gap.

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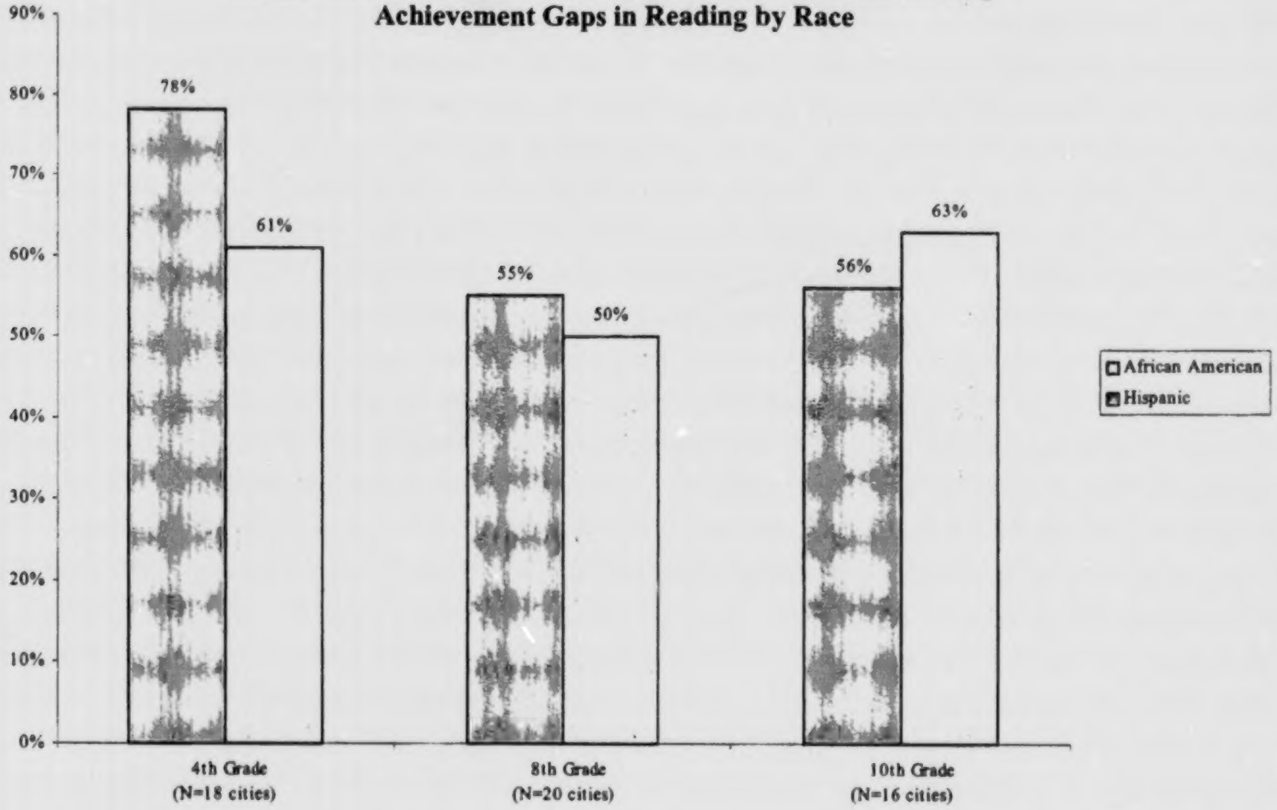
[35] Percentage based on 38 of 60 grades in 22 cities. (See appendix for list of cities.)
[36] Percentage based on 35 of 60 grades in 22 cities. (See appendix for list of cities.)

Figure 11. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Reading by Race



- About 61% of 4th grades narrowed the achievement gap in reading between *White and Hispanic* students. Some 50% of 8th grades narrowed the White-Hispanic gap and about 63% of 10th grades narrowed the gap.

Narrowing Gaps at Faster Than State Rates

The Council also examined the proportion of selected grades tested at the elementary, middle, and secondary levels to see if racial/ethnic gaps in reading were closing at rates faster or slower than their respective states. Figure 12 presents the results, including the following key findings:

- Reading achievement gaps between *Whites and African American* students narrowed in 41% of grades tested faster than statewide averages.[37]

- Reading achievement gaps between *Whites and Hispanic* students narrowed in 45% of grades tested faster than statewide averages.[38]

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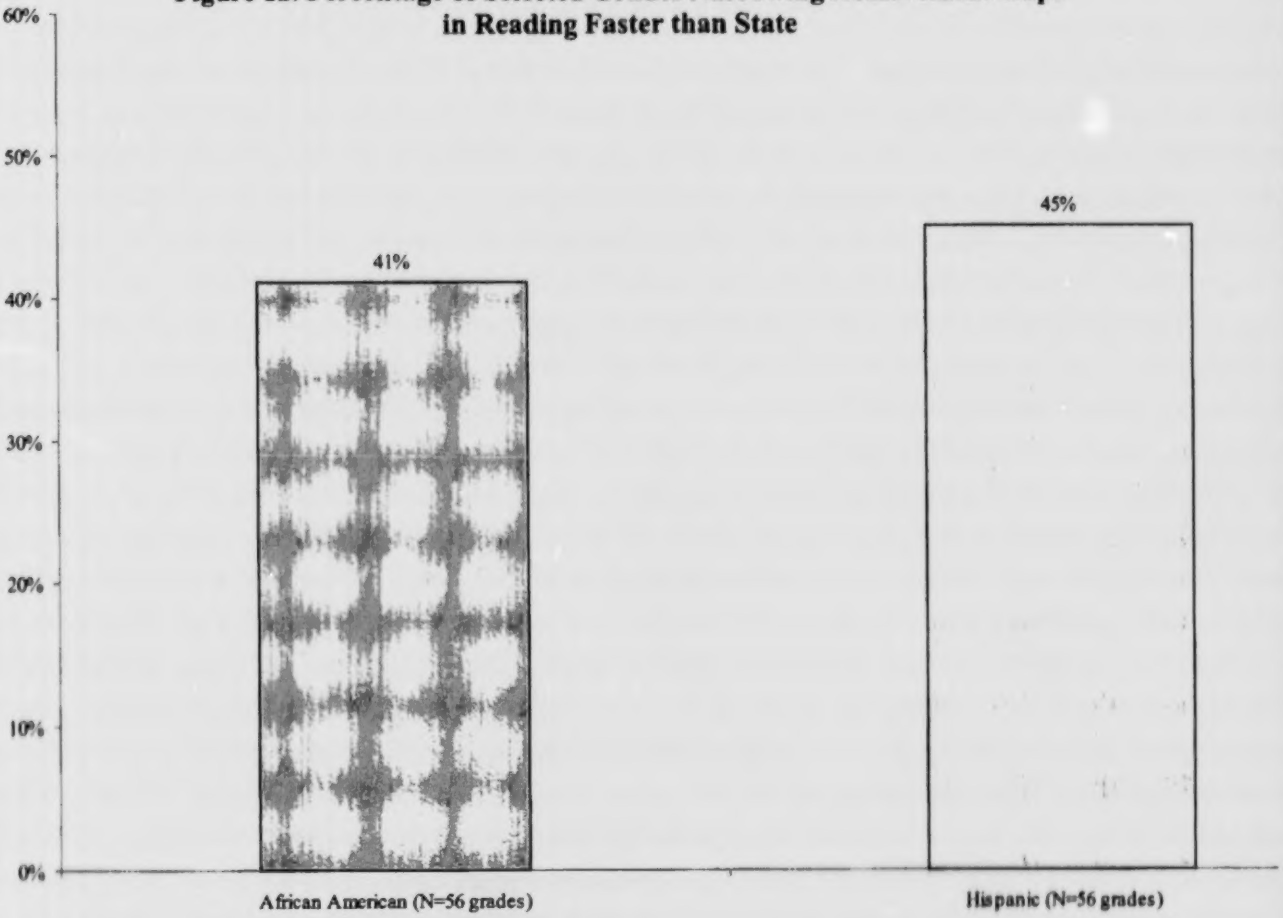
[37] Percentage based on 23 of 56 grades in 20 cities. (See appendix for list of cities.)
[38] Percentage based on 25 of 56 grades in 20 cities. (See appendix for list of cities.)

Figure 12. Percentage of Selected Grades Narrowing Achievement Gaps in Reading Faster than State



Comparing Reading Achievement in 2001 with 2000[39]

Finally, the Council looked at reading performance in 2001 and compared it with achievement in 2000 to determine whether results had improved since *Beating the Odds* was first published. This comparison was done by matching 54 identical districts on which data were available for both years.[40](Comparisons by grade level and race were not conducted because of the complexity of the analysis and differing "n" counts.) The results included the following:

- The percentage of urban school *districts* showing reading gains in all grades tested increased from 35% in 2000 to 40.7% in 2001.

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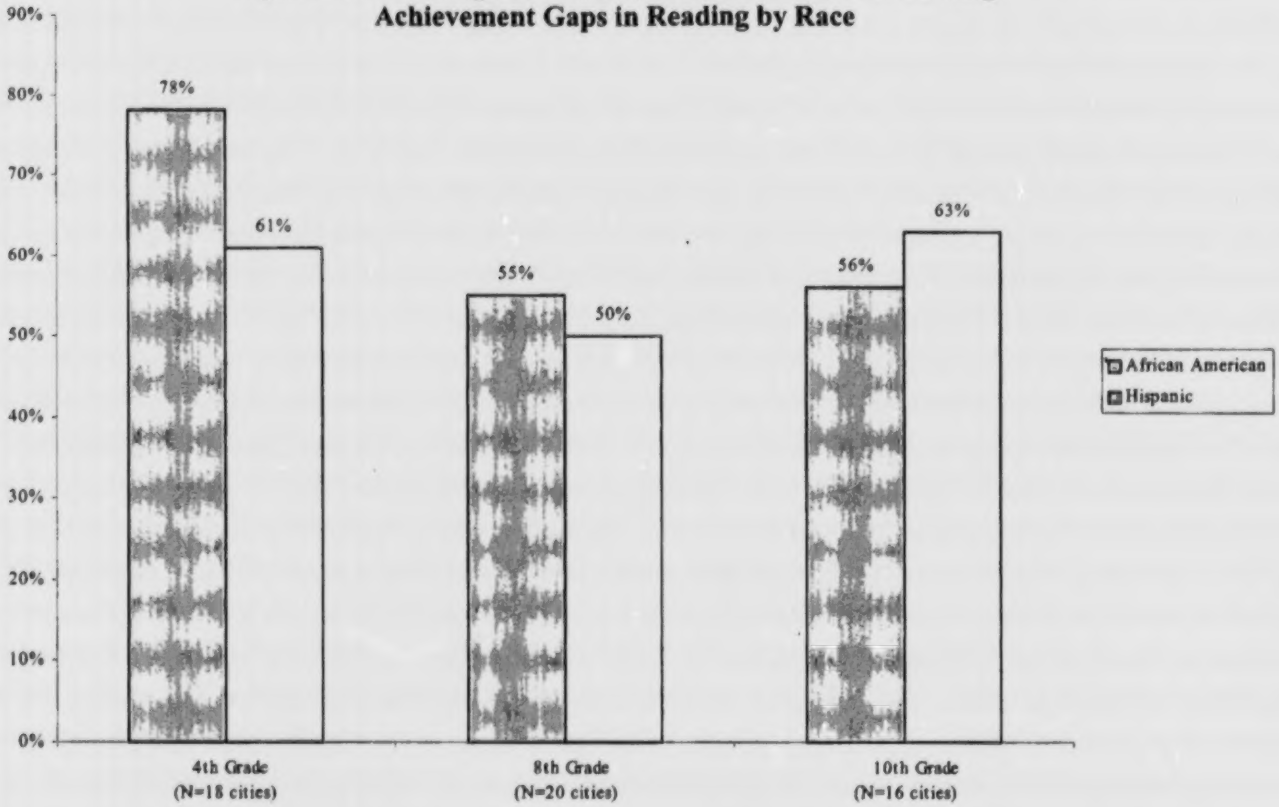
[39] The reader should note that the percentages presented in this section differ slightly from those presented in other sections because of the differing "n's" used to match identical districts.

[40] The reader should also note that the matched districts tested in more grades in 2001 than they did in 2000.

Figure 11. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Reading by Race



- About 61% of 4th grades narrowed the achievement gap in reading between *White and Hispanic* students. Some 50% of 8th grades narrowed the White-Hispanic gap and about 63% of 10th grades narrowed the gap.

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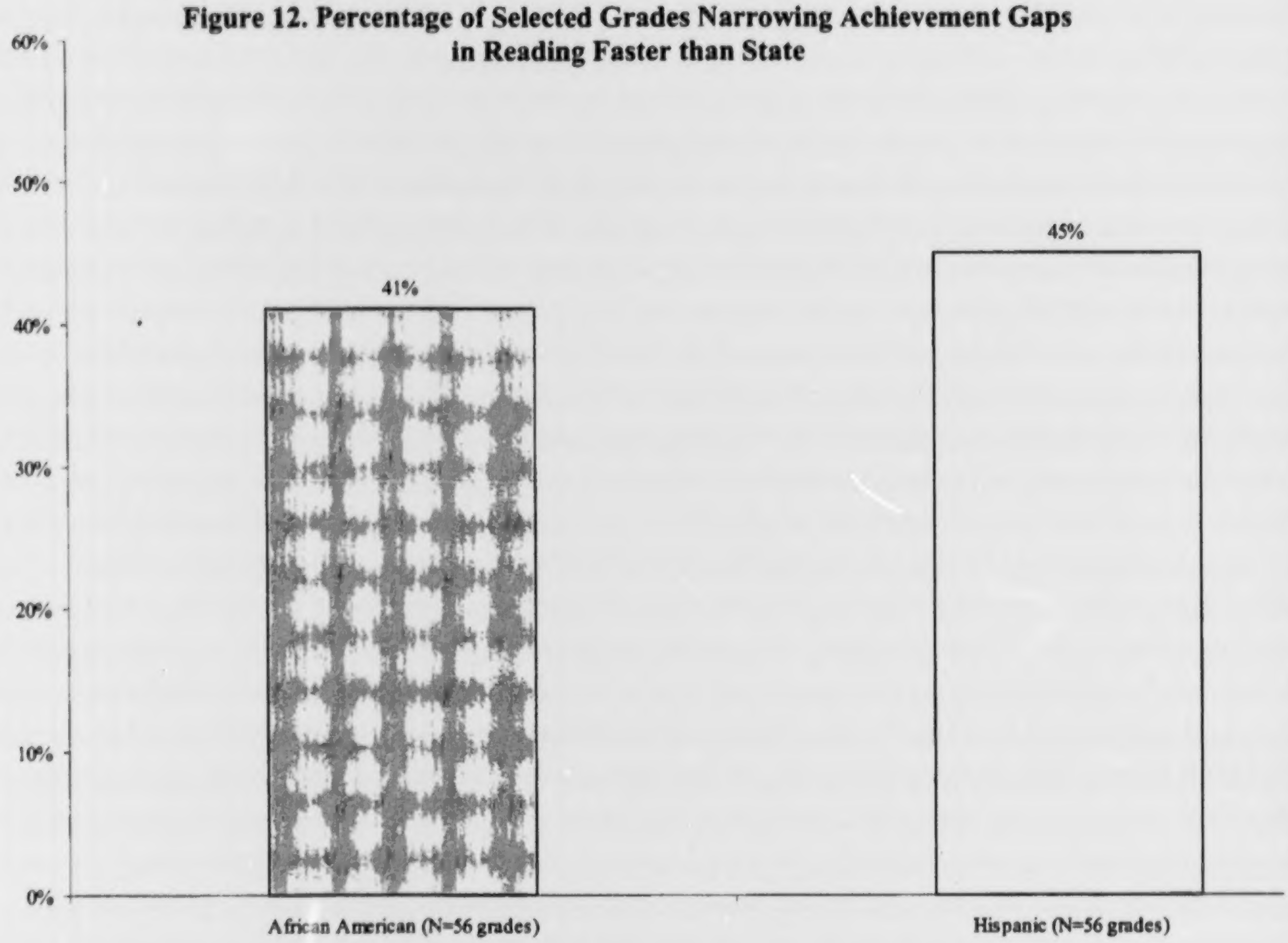

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[39] The reader should note that the percentages presented in this section differ slightly from those presented in other sections because of the differing "n's" used to match identical districts.

[40] The reader should also note that the matched districts tested in more grades in 2001 than they did in 2000.

- The percentage of urban school *districts* showing reading gains faster than their respective states in all grades tested increased from 6% in 2000 to 12% in 2001.

- The percentage of urban school *districts* showing reading gains in half or more of the grades tested remained stable at approximately 81% in 2000 and 2001.

- The percentage of urban school *districts* showing reading gains faster than their respective states in half or more of the grades tested increased from about 34% in 2000 to 42% in 2001.

- The percentage of urban school *districts* with half or more of the grades tested in reading that scored higher than their respective states increased from 10% in 2000 to 12% in 2001.

Summary and Discussion of Reading Achievement Trends

The Council's analysis of state assessment results suggests that reading achievement is improving in the nation's urban schools. About 83% of all Great City School *districts* showed gains in reading scores on *at least half* of the grades tested by the state. About 40% of the cities improved their reading scores in *all* grades, and about 44% improved *faster* than their respective states in *at least half* of the grades tested. In addition, the data indicate that 76% of all *grades* improved in reading, and 44% of all grades improved *faster* than the states.

Only six major cities (11% of the Great City School districts), however, had the same or higher reading scores in half or more of the grades tested as their respective states. They were Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Hillsborough County (Tampa), San Diego, and San Francisco. Three of these six outscored the state in all grades tested: Albuquerque, Anchorage, and Hillsborough County.

The results of *Beating the Odds II* also suggest that racially identifiable achievement gaps in reading have narrowed somewhat, although the data remain inconclusive. Preliminary results suggest that gaps may be narrowing fastest in the elementary grades, compared with the middle or secondary grades.

Finally, the analysis showed that the percentage of identically-matched districts that improved reading scores in all grades tested increased between 2000 and 2001—although at a slightly lower rate than math scores. The rate of progress remains uncertain.

3. STUDENT DEMOGRAPHICS AND FINANCE: WHO WE ARE

The challenge of the Great City Schools is to increase the achievement levels of its students in a context far different from that of the average public school system. Urban education is unique, in part, because it serves students who are typically from lower income families, who are learning English as a second language, and who often face discrimination. The role of urban schools is to overcome these barriers and teach all children to the same high standards.

This task is made more difficult by the additional efforts and skills that are needed to overcome the barriers that so many urban children bring to the schoolhouse door.

The challenge is compounded further by the disparities in resources available to schools to meet the needs of their students. Some school systems can have many times more funding per student as some urban districts. Ironically, it is often the students with the fewest needs who have the most resources, and the students with the greatest needs who have the least resources.

A furious debate has raged in public education over the relative importance of funding to the academic performance of children. The issue involves more than just the relationship between money and achievement, although a vigorous body of research has focused on that point. The controversy has largely been over whether education is defined by its inputs or its outputs. Little room has been allowed, unfortunately, for considering an appropriate balance of each.

This chapter examines the context of urban education—a context that should be considered in discussing the achievement data presented in previous chapters. The chapter reviews basic demographic characteristics of the Great City Schools and how they have changed during the period in which state assessments were being implemented. The data reviewed include changes in the rates of student poverty and limited English proficiency.

The chapter also examines financial data, including changes in the aggregate expenditures per pupil of the Great City Schools over the last few years, and changes in state expenditures on urban schools. Finally, the chapter contains some rudimentary data on what money can buy: teachers and schools. Student-teacher ratios and school size data are also presented.

The reader can find individual city data in the Profiles section of this report. All of the demographic, staffing, and financial data for this study come from the National Center for Education Statistics, except for the data designated with an asterisk, which have been provided by the individual cities after reviewing the NCES numbers. No NCES data related to per pupil expenditures were modified in the district review process.

Student Demographics

The demography of urban education continues to be a subject of enormous public interest. Our composition is significant from an educational standpoint because a broad base of research continues to show that income, disability, and English-language proficiency are strongly correlated with student achievement.

Student Enrollment in the Great City Schools

The Great City Schools enroll a significant share of the nation's students. Figure 13 shows key trends in enrollments, summarized as follows:

- The Great City Schools enrolled 6,823,883 students in 1999-2000 (the most recent year on which federal data are available), an increase of nearly 4.4% over the 6,533,617 students enrolled in 1995-96.
- During the same period, total public school enrollment nationally grew by about 4.5%. Enrollments increased from 44,840,481 students in 1995-96 to 46,857,321 students in 1999-2000.

Figure 13. Great City School Enrollment Compared with the Nation (N = 57 Cities)

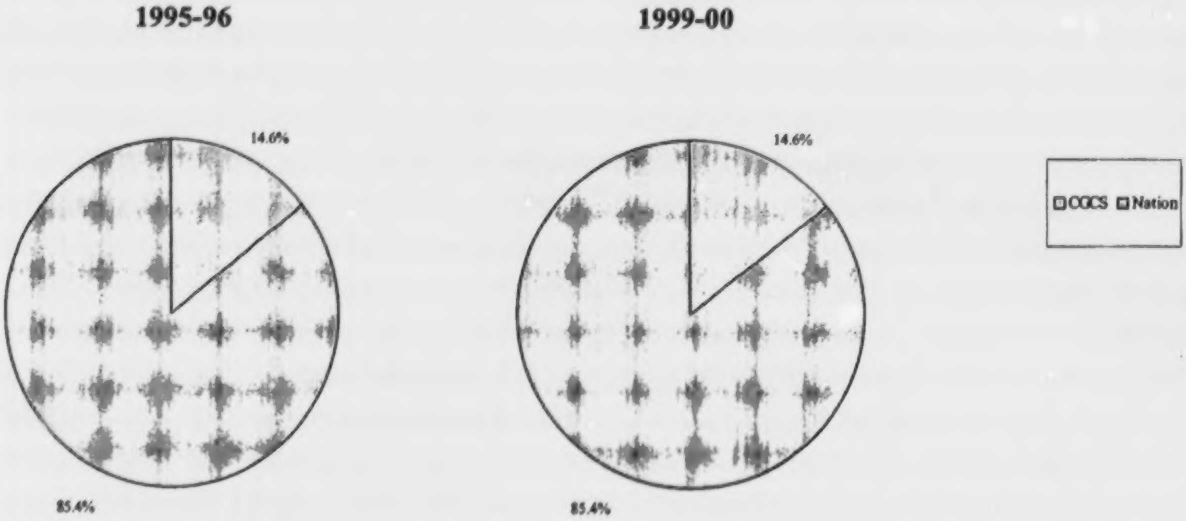
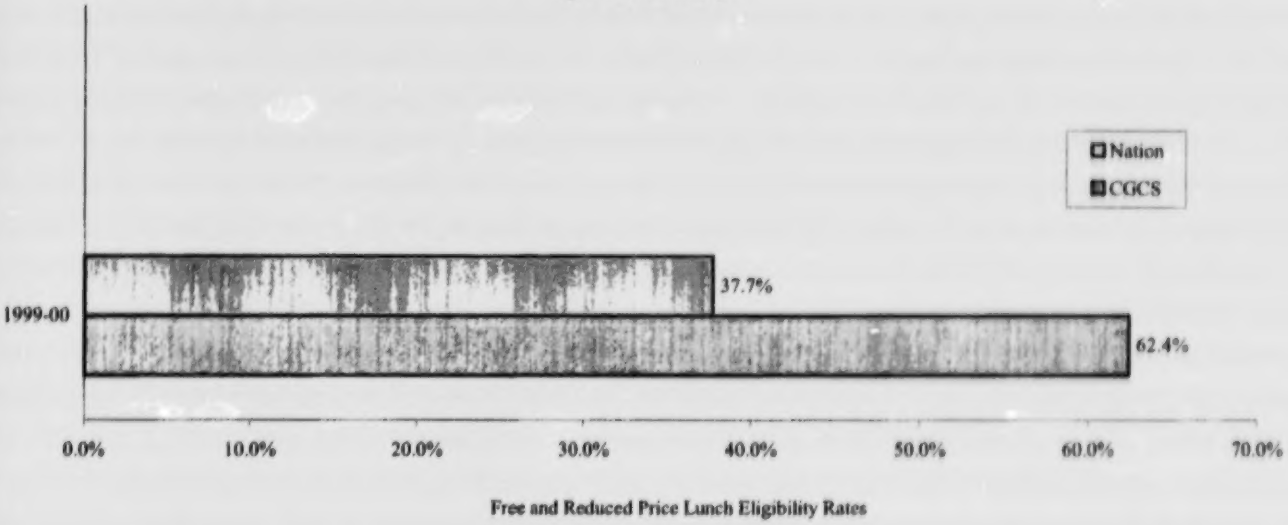


Figure 14. Great City School Free Lunch Eligibility Rate Compared with the Nation (N=57 Cities)



- The share of the nation's public school students enrolled in the Great City Schools remained the same, 14.6% in 1995-96 and in 1999-2000.

Income and Poverty in the Great City Schools

Students in the Great City Schools are far more likely to come from low-income homes than the average student nationally. Key indicators include the following:

- In the 1999-2000 school year, 62.4% of students in the Great City Schools were eligible for a free lunch subsidy, compared with the national average of 37.7%. Figure 14 shows this comparison.
- About 26.8% of the nation's free-lunch eligible students are enrolled in the Great City Schools.
- Some 92% of the nation's Great City School systems have poverty rates (free lunch eligibility) that are higher than their states.

English Language Learners and Students with Disabilities

The Great City Schools also serve a higher proportion of English language learners than the average school system across the country. Although the percentage of students with disabilities is about the same for the Great City Schools as for the nation as a whole, the cities enroll a greater share of students with high-cost disabilities.

Figure 15. Great City School English Language Learner and Disability Rates Compared with the Nation

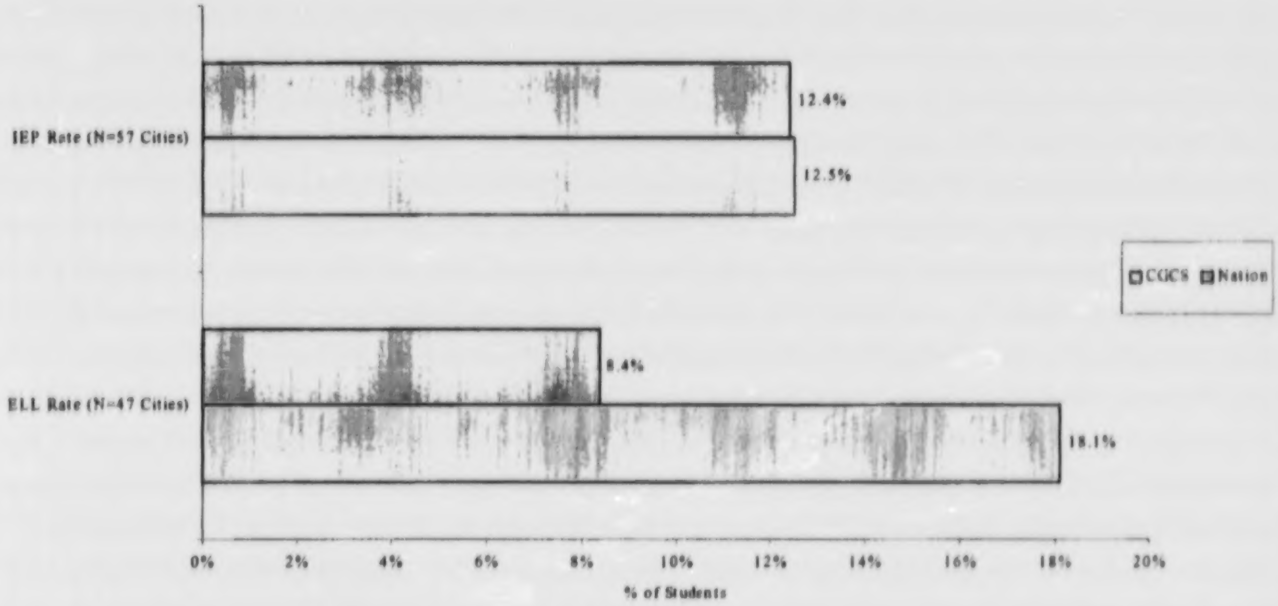


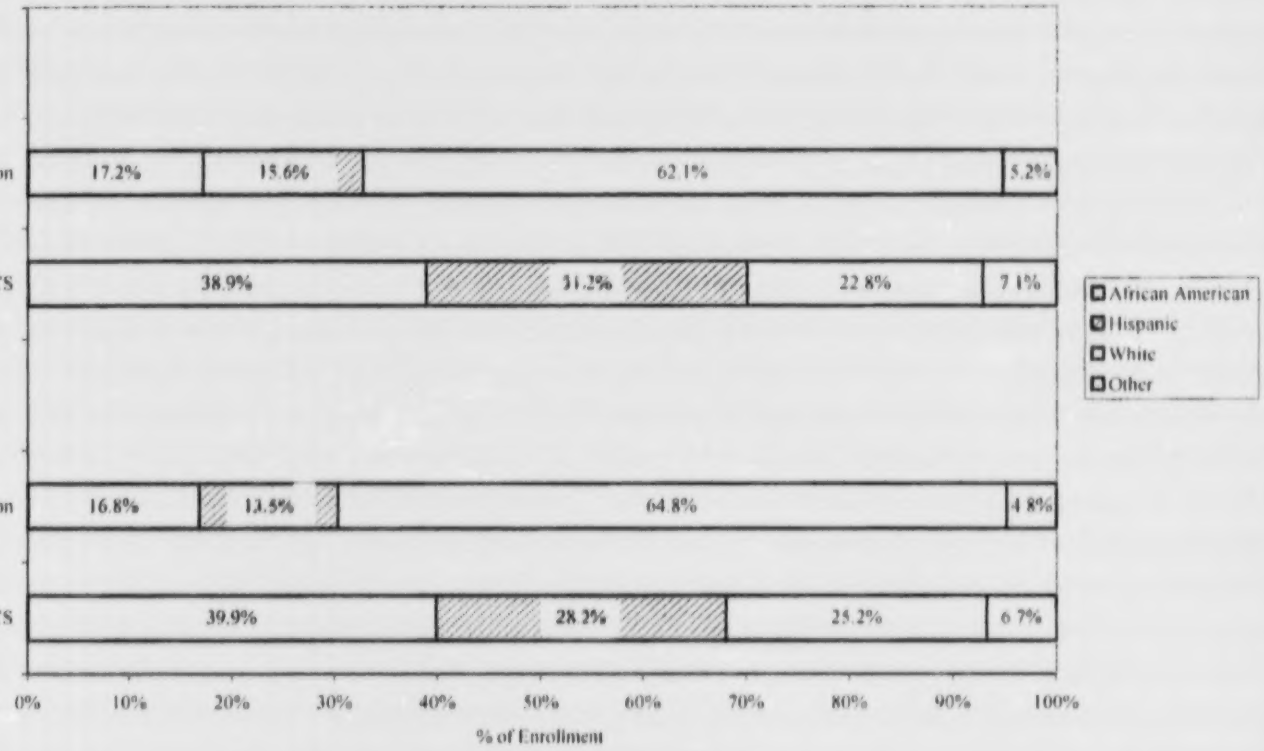
Figure 15 shows the rates of English Language Learners and students with disabilities (those with an Individual Education Plan) enrolled in the Great City Schools. Key indicators include the following:

- About 18.1% of students enrolled in the Great City Schools come from families where English is not the first language, compared with only 8.4% of students nationally.
- Some 89% of the Great City School districts have higher percentages of ELL students than their states.
- About 12.5% of the enrollments in the Great City Schools are students with disabilities, compared with 12.4% of students nationally.
- Urban schools tend to enroll more students with low-incidence, high cost disabilities than the average district. This is probably due to deficiencies in the quality and availability of health, child, and prenatal care in many inner-cities.

Enrollments by Race and Ethnicity in the Great City Schools

The racial characteristics of urban schools are also significantly different from the average school system nationwide. About 70% of Great City School students are African American or Hispanic, compared with 33% nationally. Figure 16 shows the enrollment patterns.

Figure 16. Great City School Enrollment by Race Compared with the Nation (N=57 Cities)



Key statistics include the following:

- About 38.9% of Great City School students were *African American* in 1999-2000, compared with 17.2% nationally.
- About 31.2% of Great City School students were *Hispanic* in 1999-2000, compared with 15.6% nationally.
- About 22.8% of Great City School students were *White* in 1999-2000, compared with 62.1% nationally.
- About 7% of Great City School students were *Asian American* and members of other groups in 1999-2000, compared with 5% nationally.
- The percentage of the Great City School enrollment that was African American and White declined slightly between 1995-96 and 1999-2000, while the percentage that was Hispanic increased.

- The percentage of the nation's public school enrollment that was White declined slightly between 1995-96 and 1999-2000, while the percentage that was African American and Hispanic increased.
- Approximately 30% of all students of color in the nation were enrolled in the Great City Schools in 1999-2000.

FINANCE AND STAFFING

The Council examined the financial resources available to urban schools to meet each state's academic standards. *Beating the Odds II* looked at the districts' average per pupil expenditures compared with the nation and the states. It also examined the proportion of state expenditures devoted to urban schools. Finally, it examined the numbers of schools and teachers in urban districts compared with the nation.

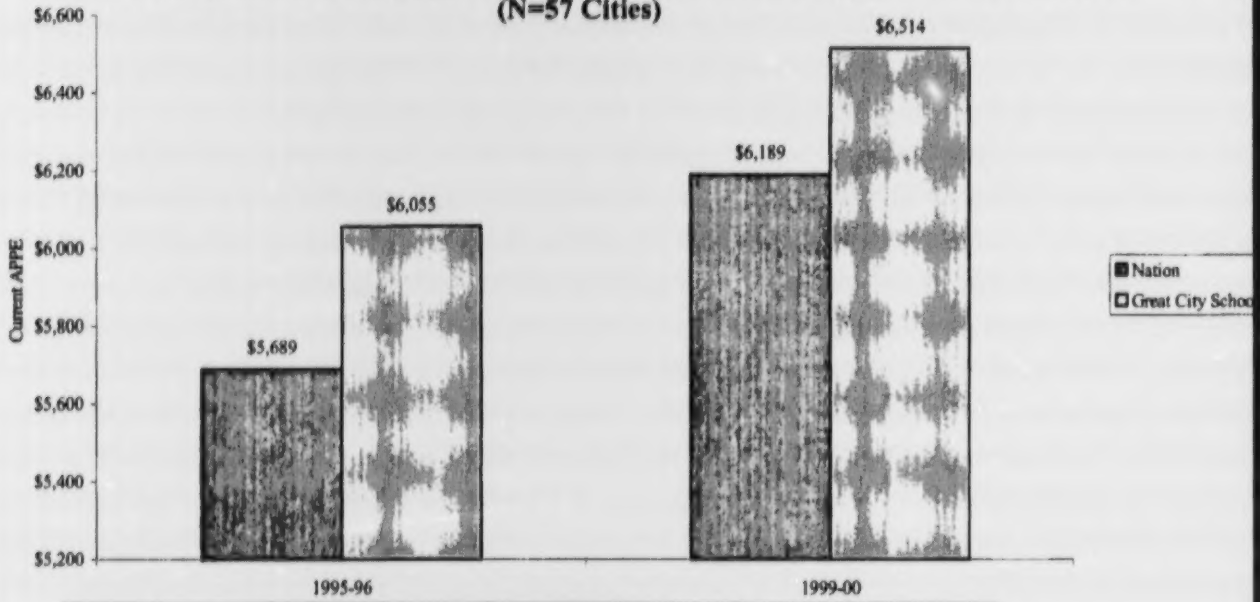
Expenditures Per Pupil

Expenditure trends were analyzed by the Council using "current expenditures per pupil." This metric is defined as those expenditures that are directly allocable to students and do not include spending on capital needs or debt service. (Figures have been recalculated since *Beating the Odds I*.)

Figure 17 shows key findings about spending levels:

- The average current expenditure in the Great City Schools was $6,514 per pupil in 1999-2000,[41] up 7.6% from $6,055 per pupil in 1995-96 (not adjusted for inflation).

Figure 17. Expenditures Per Pupil in the Great City Schools Compared with the Nation (N=57 Cities)



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[41] Data based on 1997-98 school year (most recently available NCES data.)

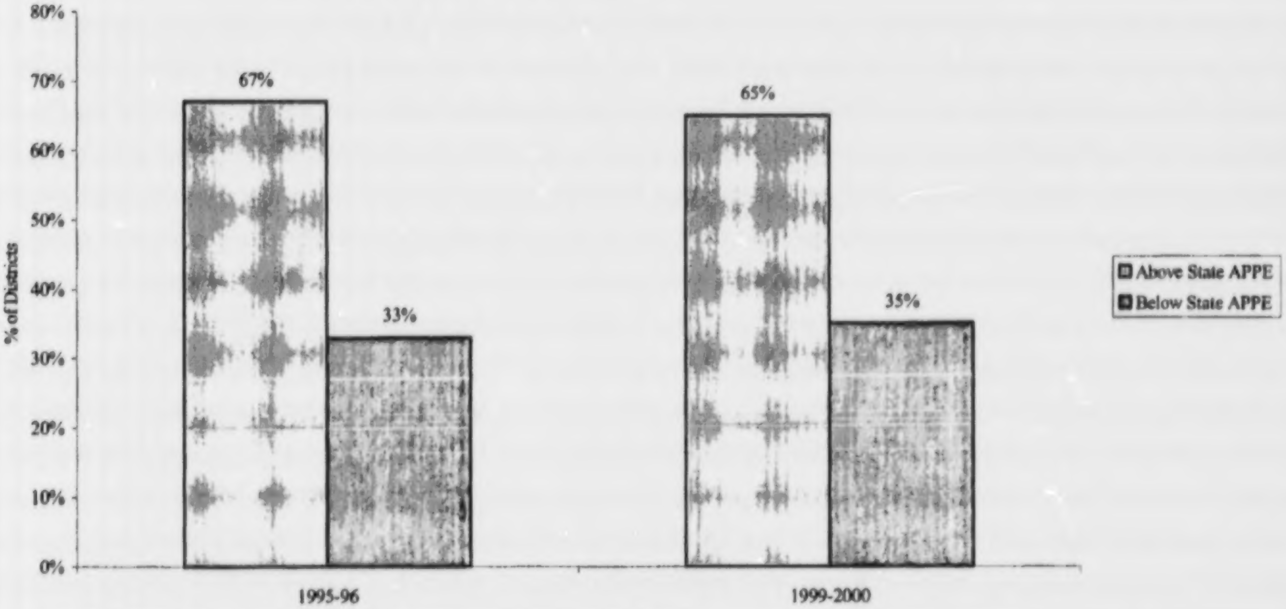
- The average current expenditure nationally was $6,189 per pupil in 1999-2000,[42] up 8.8% from $5,689 per pupil in 1995-96 (not adjusted for inflation).

State Spending on the Great City Schools

The Council's analysis also examined statistics on state spending on major city school systems. Key indicators include the following:

- The percentage of total state k-12 education spending devoted to the Great City Schools declined slightly from 15.5% in 1995-96 to 15.4 % in 1999-20.[43]
- The percentage of Great City School districts with a current per pupil expenditure below that of their state was 35.1% in 1999-2000.[44]
- The total enrollment of all Great City School districts whose current per pupil expenditures were below statewide averages was over three million students—or about 46% of all urban students.

Figure 18. Percentage of Great City Schools Above and Below State Current Per Pupil Expenditure (N=56 Cities)



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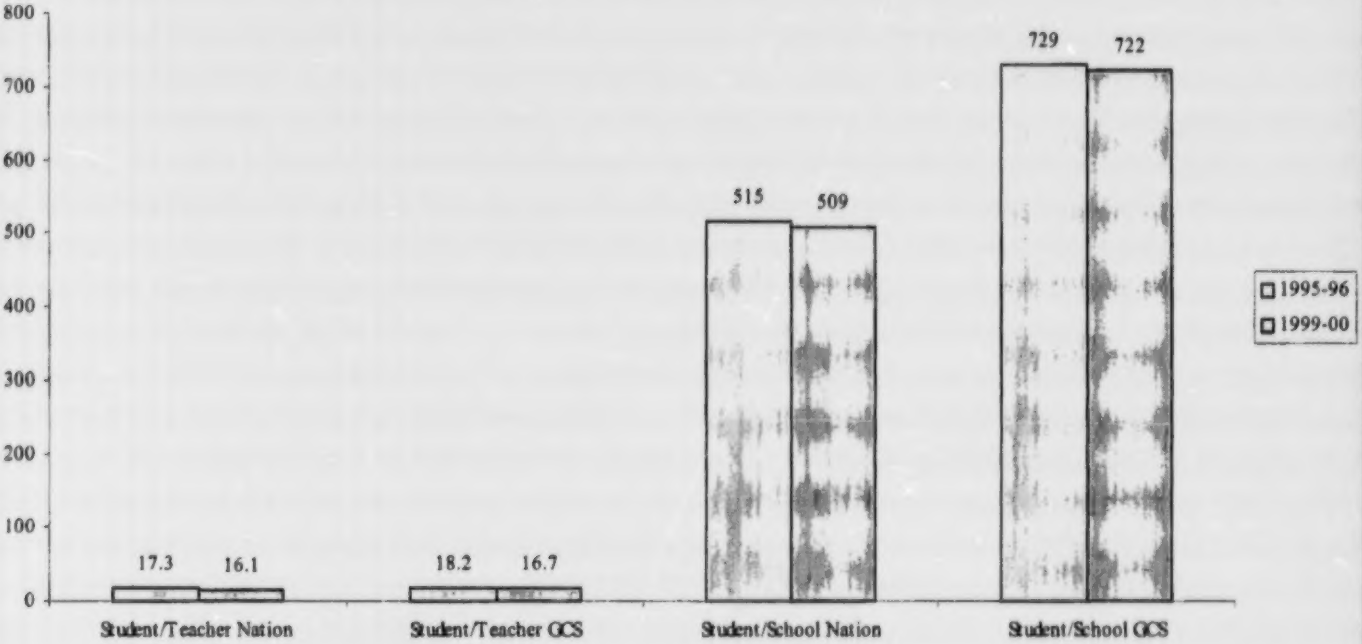
[42] Data based on 1997-98 school year.
[43] Data based on 1997-98 school year.
[44] Data based on 1997-98 school year.

Figure 19. Average Number of Great City School Students Per Teacher and School Compared with the Nation (N=57 Cities)



Student-Teacher Ratios and Average Enrollments Per School

The Council looked at two final contextual variables: student-teacher ratios and average enrollments per school. Student-teacher ratios are not synonymous with class size, because they include special education teachers and other instructional staff.

Figure 19 displays the following key data:

- Student-teacher ratios in the Great City Schools were somewhat higher than the average for the nation: 16.7 students per teacher in major city schools in 1999-2000, compared with 16.1 nationally.

- Student-teacher ratios in the Great City schools have decreased somewhat since 1995-96 when they averaged 18.2 pupils per teacher. The ratio nationally also decreased.

Figure 19 also displays data about another critical variable in education: school size. Research suggests that smaller schools may be more effective instructionally and interpersonally.

The Council's analysis showed the following trends:

- The average number of students per school in the Great City Schools declined from 729 students in 1995-96 to 722 in 1999-2000—a drop of about 1%.

- The average number of students per school nationally decreased from 515 in 1995-96 to 509 in 1999-2000—a decline of about 1%.
- The average school in the Great Cities enrolled about 42% more children (722 students) than the average school nationally (509 students) in 1999-2000.

4. SUMMARY AND DISCUSSION OF CONTEXT VARIABLES

The Data Are Preliminary

This report represents the second time that anyone has attempted to examine the status and progress of America's urban schools on state reading and math tests. The report is imperfect for all the reasons indicated in the methodology section. Data are not comparable from one state to another. Test results are reported in different metrics. Not all states publish their disaggregated results. Test participation rates are not available.

Still, the data in *Beating the Odds II* present an emerging picture of how America's Great City Schools are performing and strongly suggest that they are making progress, particularly in math achievement. Reading gains in city schools appear to be more modest.

These results are preliminary. No statistical tests were performed, so there is little way to judge how significant the gains were. No attempt was made to translate state scale scores (where available) into standard deviations or other normalized data for analysis. The Council of the Great City Schools wanted to present raw data so no one would wonder if the real results were hidden behind some statistical trickery.

The Council is committed to improving its reporting of city results on state tests on an annual basis. Every attempt will be made to secure scale scores that can be "normalized" and to estimate test-taking rates. The Council will also make every attempt to report future data in a way that is consistent with the new *Leave No Child Behind* legislation—including performance data school-by-school and by group within school.

City schools, moreover, want to improve their reporting to the nation on other indicators, including course-taking patterns and graduation rates. No single indicator gives the public the entire picture of urban education, any more than one Stock Market index adequately describes the economy.

Math Results

The trends in math performance are unambiguous for the nation and in the Great City Schools. Achievement is improving. The only debate at this point should be about the magnitude of the gains. *Beating the Odds II* indicates that more than half (63%) of the Great City School *districts* had improved math scores by 2001 in *all* grades tested by their states. This represents a significant jump from the previous year. The vast majority (91%) of all major city school systems had improved their math scores in *half or more* of their grades by 2001. And, 46.3% of the large cities improved *faster* than their respective states in *half or more* of their grades.

The urban data also showed that 87% of *all grades* tested in math had gained by 2001 and 43.2% of grades tested had improved *faster* than their respective states. About 80% of 8th grades posted math gains in the Great City Schools. And incomplete data on racially-identifiable achievement gaps show promising reductions in some cities.

Reading Results

The finding that reading has improved in the Great City Schools is more tenuous. *Beating the Odds II* found that 40% of major city school *districts* improved their reading performance on *all* grades tested by their respective states. Some 83% of the cities gained in *half or more* of their grades, and 44% had improved *faster* than their state in half or more of their grades.

Approximately 76% of *all grades* in the Great City Schools posted reading gains and about 44% of grades tested increased *faster* than their respective states. However, reading achievement declined in 18% of the grades tested. Reading scores improved in 91% of the 4th grades, but showed much slower gains in grades 8 and 10.

Gaps by race in reading also appeared to narrow. State test results show that city schools closed achievement gaps in reading between Whites and African Americans in 63% of grades tested and between Whites and Hispanics in 58% of grades tested. These rates were somewhat better than those posted in math.

The Council has been less effusive about our reading gains because they are not reflected on any other national indicators like NAEP or the ACT. Two interpretations are possible. One, state test results may not be powerful enough to register on such rigorous nationwide measures. Or two, state test results may be "leading indicators" of progress that will eventually show up.

The Urban Context

Progress in math and reading scores has occurred in an urban context that is significantly different from other schools. *Beating the Odds II* looked at those differences and how they have changed over the last several years. Urban schools enroll students that are about twice as likely to be poor or to be learning English as a second language. In addition, the Great City Schools enroll about 30% of all students of color in the country and disproportionately large numbers of English language learners and poor students. These percentages have remained relatively unchanged in recent years.

Beating the Odds II also showed some of urban education's resource challenges. The analysis of data from the National Center for Education Statistics showed that the average per pupil expenditure (APPE)[45] in the Great City Schools was $6,514 in 1997-98 (most recent comparable federal data available)—an amount 7.6% higher than 1995-96 (unadjusted for inflation). Current expenditures nationally rose approximately 8.8% over the same period, however, resulting in a slight dip in the share of state spending devoted to urban schools.

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[45] All data reported in "current expenditures," i.e., expenditures allocable to student costs.

The number of urban school systems, moreover, whose per pupil expenditures are below statewide averages remains disturbingly high. Some 35.1% of these big city school districts fall into this category, including: New York City, Philadelphia, New Orleans, Norfolk, and others—with a total enrollment of over three million inner-city students or about 46% of the Great City Schools' total.

The significance of this finding is hard to overstate, particularly as the nation moves to implement the *Leave No Child Behind* legislation. The nation's urban schools will be expected to overcome disparities in home and school resources, and attain the same academic standards as schools with considerably greater wherewithal. We will also be held accountable for the results.

It is clear, nonetheless, that achievement in the Great City Schools is improving. Some of these gains are coming from working harder and smarter and squeezing inefficiencies out of every scarce dollar. Some of the gains, however, come from cities doing what the nation has agreed is likely to work—high standards, strong and stable leadership, better teaching, more instructional time, regular assessments, stronger accountability, parental and community support, and efficient management.

Enough cities are now improving to begin asking why some are not improving. The data suggest that improvement, however modest, is possible on a relatively large scale—not just school-by-school. It is also time to determine how the pace of improvement can be accelerated. The Council of the Great City Schools and its member districts are now asking these questions. We are also aggressively pursuing the answers and the strategies for picking up the pace.

The nation, for its part, needs to think long and hard about why urban schools have to beat any odds.

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GREAT CITY SCHOOLS

DEMOGRAPHICS[1]	GREAT CITY SCHOOLS		NATION	
	1995-96[2]	1999-00	1995-96	1999-00
Number of Students	6,533,617	6,823,883	44,840,481	46,857,321
Percent Free & Reduced Price Lunch Eligible (FRPL)[3]	NA	62.4	NA	37.7
Percent of Students with IEPs[4]	10.6	12.5	NA	12.4
Percent English Language Learners	NA	18.1[5]	NA	8.4[6]
Percent African American[7]	39.9	38.9	16.8	17.2
Percent Hispanic	28.2	31.2	13.5	15.6
Percent White	25.2	22.8	64.8	62.1
Percent Other	6.7	7.1	4.8	5.2
Number of FTE Teachers	359,544	408,766	2,598,220	2,906,554
Student-Teacher Ratio	18.2	16.7	17.3	16.1
Number of Schools	8,968	9,446	87,125	92,012
Current Expenditures Per Pupil[8]	$6,055	$6,514	$5,689	$6,189

Great City Schools as a Percentage of the Nation's Public Schools	1995-96	1999-00
Percent of Students	14.6	14.6
Percent of Minority Students	31.0	29.7
Percent of African American Students	34.4	32.9
Percent of Hispanic Students	30.2	29.1
Percent of FRPL	NA	26.8[9]
Percent of IEPs	NA	14.7
Percent of ELLs	NA	28.1[10]
Percent of Schools	10.3	10.3
Percent of Teachers	13.8	14.1
Percent of State Revenue[11]	15.5	15.4

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[1] Aggregated totals include NCES data and corrections submitted by individual school districts.

[2] All 1995-96 summary statistics are based on CGCS 1999-00 membership.

[3] Four states (AZ, IL, TN, and WA) did not report free and reduced price lunch eligibility and are not included in the national total.

[4] N=54, does not include Jefferson County who did not have IEP data for 1995-96.

[5] N=47, percentage is based on the enrollment of districts who provided ELL data.

[6] Estimated using data from the National Clearinghouse for Bilingual Education.

[7] 1995-96 statistics do not include Oklahoma City.

[8] Current Expenditures Per Pupil for the 1999-00 school year are from the 1998 fiscal year, the most recent year available from NCES.

[9] The percentage of the nation's FRPL is based on all states who reported FRPL eligibility. (See footnote #3.)

[10] The percentage of the nation's ELL students is based on a national estimate. (See footnote #6.)

[11] Percent of State Revenue data for the 1999-00 school year is from the 1998 fiscal year, the most recent year available from NCES.

DISTRICT ALBUQUERQUE
STATE NEW MEXICO

STATE READING AND MATH ASSESSMENTS

State Assessment	**CTBS5/TerraNova Survey Plus**	**First Year Reported**	**1998**
Grades Tested	**3-10**	**How Reported**	**Median Percentile Rank and Performance Level**

DEMOGRAPHICS [1]	**ALBUQUERQUE**		**NEW MEXICO**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	89,019	85,381	329,640	324,495
Percent Free & Reduced Price Lunch Eligible (FRPL)	40.1*	39.5	NA	50.9
Percent of Students with IEPs	8.2	20.3	13.8	18.7
Percent English Language Learners	NA	18.5	NA	17.9
Percent African American	3.6	3.8	2.4	2.3
Percent Hispanic	45.3*	48.7	46.8	49.4
Percent White	44.3*	41.1	39.5	36.2
Percent Other	6.8*	6.4	11.4	12.1
Number of FTE Teachers	5,526	5,236	19,398	19,797
Student-Teacher Ratio	16.1	16.3	17.0	16.4
Number of Schools	122	126	721	760
Current Expenditures Per Pupil [2]	$4,328	$4,841	$4,604	$5,005

Albuquerque as a Percentage of New Mexico's Public Schools	**1995-96**	**1999-00**
Percent of Students	27.0	26.3
Percent of FRPL	NA	20.4
Percent of IEPs	32.6	28.6
Percent of ELLs	NA	27.2
Percent of Schools	16.9	16.6
Percent of Teachers	28.5	26.4
Percent of State Revenue [3]	27.9	26.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Albuquerque
CTBS/5 TerraNova
Median National Percentile Rank[4]

	Grade	1998	1999	2000	2001	Annualized Change in NCEs
Composite						
Albuquerque	3	NA	NA	54	58	2.2
New Mexico	3	NA	NA	51	56	2.7
Albuquerque	4	58	61	59	61	0.5
New Mexico	4	51	53	53	56	0.9
Albuquerque	5	NA	NA	58	60	1.0
New Mexico	5	NA	NA	52	55	1.5
Albuquerque	6	49	49	49	52	0.5
New Mexico	6	45	47	47	50	0.9
Albuquerque	7	NA	NA	53	53	0.0
New Mexico	7	NA	NA	49	50	0.5
Albuquerque	8	56	56	58	60	0.7
New Mexico	8	48	49	51	55	1.2
Albuquerque	9	NA	NA	55	56	0.6
New Mexico	9	NA	NA	48	50	1.1

Albuquerque
High School Competency Exam
Percent Passing on First Attempt[5]

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Albuquerque	10	92.6	92.5	90.3	87.6	85.9	68.4	-4.8
New Mexico	10	88.7	88.0	85.8	84.0	83.6	64.4	-4.9

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[4] Annualized change indices are presented in Normal Curve Equivalents.

[5] Data prior to 1998-99 excludes Special Education. Data for 1998-99 & 1999-00 includes Special Education, but excludes results of modified administration. Beginning in the 2000-01 school year, the passing score for the High School Competency Exam was increased.

DISTRICT ANCHORAGE
STATE ALASKA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Alaska Benchmark Examinations, HSGQE**	**First Year Reported**	**2000**
Grades Tested	**3,6,8 & 10**	**How Reported**	**Percent Top Quartile**

DEMOGRAPHICS [1]	**ANCHORAGE**		**ALASKA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	47,318	49,382	127,618	134,391
Percent Free & Reduced Price Lunch Eligible (FRPL)	21.8*	29.8	NA	25.7
Percent of Students with IEPs	14.4	14.8	13.8	13.0
Percent English Language Learners	8.4*	9.6*	NA	NA
Percent African American	8.6	8.7	4.6	4.5
Percent Hispanic	4.4	5.4	2.7	3.2
Percent White	68.9	64.7	63.7	62.2
Percent Other	18.1	21.2	28.9	30.1
Number of FTE Teachers	2,461	2,764	7,379	7,838
Student-Teacher Ratio	19.2	17.9	17.3	17.1
Number of Schools	84	93	495	502
Current Expenditures Per Pupil [2]	$6,343	$6,547	$8,189	$8,271

Anchorage as a Percentage of Alaska's Public Schools	**1995-96**	**1999-00**
Percent of Students	37.1	36.7
Percent of FRPL	NA	42.6
Percent of IEPs	38.7	41.8
Percent of ELLs	NA	NA
Percent of Schools	17.0	18.5
Percent of Teachers	33.4	35.3
Percent of State Revenue [3]	28.4	29.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Anchorage
Benchmark Examinations
Percent Scoring Proficient or Advanced

	Grade	2000	2001	Annualized Change
Reading				
Anchorage	3	75.0	73.3	-1.7
Alaska	3	72.5	71.2	-1.3
Anchorage	6	74.4	74.4	0.0
Alaska	6	69.9	69.4	-0.5
Anchorage	8	87.9	86.6	-1.3
Alaska	8	83.2	82.5	-0.7
Math				
Anchorage	3	66.9	67.6	0.7
Alaska	3	65.0	66.3	1.3
Anchorage	6	67.1	66.7	-0.4
Alaska	6	62.2	62.9	0.7
Anchorage	8	43.0	43.6	0.6
Alaska	8	39.0	39.5	0.5

Anchorage
HSGQE (High School Graduation Qualifying Exam)
Percent Scoring Proficient

	Grade	2000	2001	Annualized Change
Reading				
Anchorage	10	78.4	66.4	-12.0
Alaska	10	74.6	65.9	-8.7
Math				
Anchorage	10	35.9	46.5	10.6
Alaska	10	33.3	44.0	10.7

DISTRICT ATLANTA
STATE GEORGIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Criterion Referenced Competency Test, Stanford Achievment Test (SAT/9), GHSGT**	**First Year Reported**	**1999**
Grades Tested	**3-6,8, & 11**	**How Reported**	**Performance Level, National Percentile, & Percent Passing**

DEMOGRAPHICS [1]	**ATLANTA**		**GEORGIA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	60,209	59,429	1,311,126	1,422,762
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	75.4	NA	42.9
Percent of Students with IEPs	6.0	6.4	10.3	10.9
Percent English Language Learners	NA	3.4	NA	3.1
Percent African American	90.4	89.7	37.8	38.2
Percent Hispanic	1.8	2.4	2.2	4.0
Percent White	6.6	6.8	58.2	55.5
Percent Other	1.3	1.1	1.7	2.3
Number of FTE Teachers	3,637	3,891	79,480	90,638
Student-Teacher Ratio	16.6	15.3	16.5	15.7
Number of Schools	102	99	1,763	1,887
Current Expenditures Per Pupil [2]	$6,969	$7,545	$5,056	$5,647

Atlanta as a Percentage of Georgia's Public Schools	**1995-96**	**1999-00**
Percent of Students	4.6	4.2
Percent of FRPL	NA	7.3
Percent of IEPs	4.8	2.5
Percent of ELLs	NA	4.6
Percent of Schools	5.8	5.3
Percent of Teachers	4.6	4.3
Percent of State Revenue [3]	4.1	3.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Atlanta
Criterion-Referenced Competency Tests (CRCT)
Percent Meeting/Exceeding Standard

	Grade	1999	2000	2001	Annualized Change
Reading					
Atlanta	4	NA	47	70	23.0
Georgia	4	NA	65	74	9.0
Atlanta	6	NA	52	65	13.0
Georgia	6	NA	71	77	6.0
Atlanta	8	NA	60	72	12.0
Georgia	8	NA	75	82	7.0
Math					
Atlanta	4	NA	43	55	12.0
Georgia	4	NA	62	63	1.0
Atlanta	6	NA	46	52	6.0
Georgia	6	NA	66	69	3.0
Atlanta	8	NA	36	41	5.0
Georgia	8	NA	54	59	5.0

Atlanta
SAT/9
National Percentile Rank [4]

	Grade	1999	2000	2001	Annualized Change in NCEs
Reading					
Atlanta	3	NA	NA	30	NA
Georgia	3	NA	NA	45	NA
Atlanta	5	NA	NA	36	NA
Georgia	5	NA	NA	50	NA
Atlanta	8	NA	NA	31	NA
Georgia	8	NA	NA	48	NA
Math					
Atlanta	3	NA	NA	33	NA
Georgia	3	NA	NA	42	NA
Atlanta	5	NA	NA	39	NA
Georgia	5	NA	NA	51	NA
Atlanta	8	NA	NA	27	NA
Georgia	8	NA	NA	42	NA

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[4] Annualized change is represented in Normal Curve Equivalents.

Atlanta
Georgia High School Graduation Test (GHSGT)
Percent Passing on First Administration

	Grade	1997	1998	1999	2000	2001	Annualized Change
English Language Arts							
Atlanta	11	89	89	91	90	92	0.8
Georgia	11	94	94	96	95	96	0.5
Math							
Atlanta	11	72	78	79	85	86	3.5
Georgia	11	87	88	88	92	93	1.5

DISTRICT AUSTIN
STATE TEXAS

STATE READING AND MATH ASSESSMENTS

State Assessment	**Texas Assessment of Academic Skills (TAAS)**	**First Year Reported**	**1994**
Grades Tested	**3-8, &10**	**How Reported**	**Percent Passing**

DEMOGRAPHICS [1]	AUSTIN		TEXAS	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	74,712	77,723	3,740,260*	3,991,783
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	45.3	NA	44.7
Percent of Students with IEPs	114	12.3	11.5*	12.1
Percent English Language Learners	NA	16.8	12.8*	13.9
Percent African American	18.3	16.7	14.3	14.4
Percent Hispanic	40.3	45.8	36.7	39.6
Percent White	38.9	34.8	46.4	43.1
Percent Other	2.5	2.8	2.6	2.9
Number of FTE Teachers	4,537	5,100	240,371	267,935
Student-Teacher Ratio	16.4	15.2	15.6	14.9
Number of Schools	103	105	6,638	7,395
Current Expenditures Per Pupil [2]	$4,830	$5,215	$5,016	$5,444

Austin as a Percentage of the Texas' Public Schools	**1995-96**	**1999-00**
Percent of Students	2.0	1.9
Percent of FRPL	NA	2.0
Percent of IEPs	2.0	2.0
Percent of ELLs	NA	2.4
Percent of Schools	1.6	1.4
Percent of Teachers	1.9	1.9
Percent of State Revenue [3]	1.4	0.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Austin
Texas Assessment of Academic Skills (TAAS)[4]
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Annualized Change
Reading										
Austin	3	75.8	76.9	75.7	78.4	78.8	82.7	85.2	85.3	1.4
Texas	3	77.9	79.5	80.5	81.5	86.2	88.0	87.9	86.8	1.3
Austin	4	70.9	77.9	74.2	78.9	80.7	83.4	87.2	89.2	2.6
Texas	4	75.5	80.1	78.3	82.5	89.9	88.8	89.9	90.8	2.2
Austin	5	72.5	74.4	77.0	79.6	78.4	81.0	83.1	88.1	2.2
Texas	5	77.5	79.3	83.0	84.8	88.4	86.4	87.8	90.2	1.8
Austin	6	65.9	73.0	71.3	79.2	75.3	75.7	78.8	79.6	2.0
Texas	6	74.1	78.9	78.4	84.6	85.6	84.9	86.0	85.6	1.6
Austin	7	64.2	69.6	75.3	76.2	75.4	75.2	74.2	82.2	2.6
Texas	7	75.9	78.7	82.6	84.5	85.5	83.6	83.5	89.4	1.9
Austin	8	70.0	67.3	68.4	75.4	72.9	78.5	81.4	83.9	2.0
Texas	8	77.2	75.5	78.3	83.9	85.3	88.2	89.6	91.9	2.1
Austin	10	76.7	74.4	81.0	84.0	84.3	84.4	87.7	85.4	1.2
Texas	10	77.7	76.4	81.9	86.1	88.3	88.8	90.3	90.0	1.8
Math										
Austin	3	59.8	68.2	68.1	76.2	71.1	76.7	75.9	79.0	2.7
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	83.1	2.9
Austin	4	53.9	67.4	70.9	75.6	72.9	78.2	81.6	88.2	4.9
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	91.3	4.6
Austin	5	56.0	65.3	72.6	77.3	76.4	83.7	86.5	92.3	5.2
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	94.6	4.6
Austin	6	51.3	55.4	64.5	72.6	69.8	74.3	79.4	84.6	4.8
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	91.4	4.3
Austin	7	45.3	48.6	58.2	68.3	69.8	72.0	77.3	80.1	5.0
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	89.6	4.3
Austin	8	49.6	47.7	54.2	62.7	65.3	72.4	80.1	84.0	4.9
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	92.4	4.8
Austin	10	56.8	60.1	63.7	70.6	70.1	73.9	81.7	81.8	3.6
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	89.3	4.4

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[4] Texas reported TAAS results for only non-Special Education students from 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education students, as well as those whotake the Spanish language versions of the TAAS.

Austin
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Austin	4									
African American		48.5	56.6	55.7	64.3	64.0	69.7	75.1	80.3	
Gap		***-38.6***	***-34.9***	***-34.3***	***-28.3***	***-27.9***	***-24.1***	***-20.2***	***-16.4***	***-22.2***
White		87.1	91.5	90.0	92.6	91.9	93.8	95.3	96.7	
Gap		***-27.4***	***-23.0***	***-29.0***	***-23.4***	***-18.3***	***-17.0***	***-12.0***	***-11.2***	***-16.2***
Hispanic		59.7	68.5	61.0	69.2	73.6	76.8	83.3	85.5	
Texas	4									
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	83.8	
Gap		***-27.4***	***-25.5***	***-23.8***	***-20.7***	***-14.7***	***-15.1***	***-12.3***	***-12.0***	***-15.4***
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	95.8	
Gap		***-19.2***	***-16.3***	***-16.5***	***-14.7***	***-9.7***	***-9.9***	***-9.3***	***-8.5***	***-10.7***
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	87.3	
Austin	8									
African American		51.7	46.7	46.7	63.5	57.4	67.1	69.0	75.6	
Gap		***-37.0***	***-40.8***	***-41.9***	***-28.7***	***-32.4***	***-24.5***	***-25.0***	***-18.5***	***-18.5***
White		88.7	87.5	88.6	92.2	89.8	91.6	94.0	94.1	
Gap		***-33.9***	***-34.8***	***-35.5***	***-29.5***	***-29.8***	***-22.8***	***-21.0***	***-16.9***	***-17.0***
Hispanic		54.8	52.7	53.1	62.7	60.0	68.8	73.0	77.2	
Texas	8									
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	88.0	
Gap		***-27.8***	***-27.4***	***-26.2***	***-19.0***	***-18.0***	***-12.2***	***-11.5***	***-8.4***	***-19.4***
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	96.4	
Gap		***-24.6***	***-24.4***	***-23.9***	***-18.8***	***-18.4***	***-12.1***	***-11.1***	***-9.0***	***-15.6***
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	87.4	
Austin	10									
African American		58.4	51.0	69.5	72.9	74.0	74.2	77.6	73.7	
Gap		***-33.7***	***-40.1***	***-24.1***	***-22.8***	***-20.9***	***-21.6***	***-18.8***	***-22.1***	***-11.6***
White		92.1	91.1	93.6	95.7	94.9	95.8	96.4	95.8	
Gap		***-29.6***	***-28.4***	***-26.0***	***-23.7***	***-21.2***	***-21.7***	***-16.4***	***-18.5***	***-11.1***
Hispanic		62.5	62.7	67.6	72.0	73.7	74.1	80.0	77.3	
Texas	10									
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	84.1	
Gap		***-26.2***	***-27.7***	***-20.4***	***-15.5***	***-13.9***	***-12.4***	***-10.2***	***-11.9***	***-14.3***
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	96.0	
Gap		***-25.6***	***-25.4***	***-22.0***	***-18.7***	***-15.4***	***-15.0***	***-13.0***	***-12.5***	***-13.1***
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	83.5	

Austin
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Austin	4									
African American		30.9	39.1	50.8	60.1	54.9	60.2	65.7	77.1	
Gap		***-39.5***	***-45.2***	***-36.0***	***-29.3***	***-31.1***	***-31.2***	***-26.9***	***-19.3***	***-20.2***
White		70.4	84.3	86.8	89.4	86.0	91.4	92.6	96.4	
Gap		***-28.2***	***-28.2***	***-28.2***	***-23.3***	***-21.9***	***-21.1***	***-16.3***	***-11.9***	***-16.3***
Hispanic		42.2	56.1	58.6	66.1	64.1	70.3	76.3	84.5	
Texas	4									
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	83.0	
Gap		***-32.4***	***-32.1***	***-26.1***	***-23.9***	***-18.8***	***-19.0***	***-17.7***	***-12.7***	***-19.7***
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	95.7	
Gap		***-21.6***	***-20.1***	***-15.1***	***-13.1***	***-9.7***	***-8.5***	***-10.3***	***-6.7***	***-14.9***
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	89.0	
Austin	8									
African American		25.3	21.4	26.1	41.1	45.0	53.8	62.1	71.8	
Gap		***-46.4***	***-52.2***	***-51.5***	***-43.2***	***-37.8***	***-33.8***	***-30.3***	***-22.6***	***-23.8***
White		71.7	73.6	77.6	84.3	82.8	87.6	92.4	94.4	
Gap		***-39.6***	***-45.5***	***-40.2***	***-36.8***	***-29.0***	***-24.8***	***-18.7***	***-16.2***	***-23.4***
Hispanic		32.1	28.1	37.4	47.5	53.8	62.8	73.7	78.2	
Texas	8									
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	85.6	
Gap		***-39.6***	***-41.4***	***-35.2***	***-29.1***	***-20.6***	***-18.2***	***-13.4***	***-11.1***	***-28.5***
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	96.7	
Gap		***-31.6***	***-34.9***	***-27.2***	***-22.7***	***-16.4***	***-12.4***	***-9.1***	***-7.5***	***-24.1***
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	89.2	
Austin	10									
African American		29.0	31.0	37.5	46.0	46.8	52.9	62.1	64.1	
Gap		***-47.8***	***-50.2***	***-43.3***	***-42.0***	***-40.2***	***-36.0***	***-30.6***	***-29.6***	***-18.2***
White		76.8	81.2	80.8	88.0	87.0	88.9	92.7	93.7	
Gap		***-38.8***	***-38.3***	***-30.3***	***-31.8***	***-30.7***	***-26.0***	***-18.4***	***-20.0***	***-18.8***
Hispanic		38.0	42.9	50.5	56.2	56.3	62.9	74.3	73.7	
Texas	10									
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	80.2	
Gap		***-37.3***	***-37.6***	***-33.9***	***-30.9***	***-26.7***	***-22.4***	***-18.2***	***-14.6***	***-22.7***
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	94.8	
Gap		***-29.3***	***-31.2***	***-25.9***	***-25.7***	***-20.5***	***-16.1***	***-12.4***	***-10.7***	***-18.6***
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	84.1	

DISTRICT BALTIMORE
STATE MARYLAND

STATE READING AND MATH ASSESSMENTS

State Assessment	**Maryland School Performance Program**	**First Year Reported**	**1994**
Grades Tested	**3,5 & 8**	**How Reported**	**Percent Satisfactory**

DEMOGRAPHICS [1]	**BALTIMORE**		**MARYLAND**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	109,980	103,000	805,544	846,582
Percent Free & Reduced Price Lunch Eligible (FRPL)	70.1*	66.1	NA	29.7
Percent of Students with IEPs	15.9	17.3	12.7	13.1
Percent English Language Learners	0.4*	0.6	NA	2.0
Percent African American	84.3	87.2	35.0	36.8
Percent Hispanic	0.4	0.6	3.3	4.4
Percent White	14.3	11.3	57.5	54.3
Percent Other	1.1	1.0	4.1	4.5
Number of FTE Teachers	6,291	5,921	47,819	50,995
Student-Teacher Ratio	17.5	17.4	16.8	16.6
Number of Schools	180	184	1,276	1,374
Current Expenditures Per Pupil [2]	$6,370	$7,298	$6,593	$7,034

Baltimore as a Percentage of Maryland's Public Schools	**1995-96**	**1999-00**
Percent of Students	13.7	12.2
Percent of FRPL	NA	27.1
Percent of IEPs	17.1	16.1
Percent of ELLs	NA	3.6
Percent of Schools	14.1	13.4
Percent of Teachers	13.2	11.6
Percent of State Revenue [3]	19.4	19.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Baltimore
Maryland School Performance Assessment Program (MSPAP)
Percent Satisfactory

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Annualized Change
Reading										
Baltimore	3	9.2	11.4	11.2	11.8	16.6	15.6	18.5	17.4	1.2
Maryland	3	30.6	34.0	35.3	36.8	41.6	41.2	39.2	36.5	0.8
Baltimore	5	10.0	9.2	10.9	13.0	14.3	15.7	19.9	21.8	1.7
Maryland	5	30.2	29.5	33.7	35.6	40.4	41.4	44.6	44.6	2.1
Baltimore	8	5.4	7.4	7.9	8.1	6.7	7.1	8.5	9.6	0.6
Maryland	8	24.0	27.6	28.6	26.3	25.5	25.3	26.8	26.6	0.4
Math										
Baltimore	3	12.4	15.0	8.7	10.8	13.2	11.4	14.3	20.4	1.1
Maryland	3	33.9	42	38.7	41.4	41.6	38.9	40.1	37.8	0.6
Baltimore	5	13.3	16.7	13.2	13.6	13.5	16.2	20.5	23.0	1.4
Maryland	5	42.1	44.7	47.8	48.2	47.9	46.2	46.7	42.6	0.1
Baltimore	8	9.4	12.4	8.6	10.0	12.7	12.8	14.8	14.3	0.7
Maryland	8	40.3	42.3	43.3	45.9	47.4	49.0	50.4	47.0	1.0

Baltimore
MSPAP-Reading
Percent Satisfactory

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Baltimore	3									
African American		7.9	9.9	9.8	10.1	15.1	14.3	17.9	16.5	
Gap		***-7.1***	***-9.2***	***-8.9***	***-11.0***	***-10.4***	***-10.8***	***-5.9***	***-7.0***	***-0.1***
White		15.0	19.1	18.7	21.1	25.5	25.1	23.8	23.5	
Gap		***-10.6***	***-2.4***	***9.9***	***0.3***	***-6.3***	***-6.5***	***-7.5***	***-3.1***	***-7.5***
Hispanic		4.4	16.7	28.6	21.4	19.2	18.6	16.3	20.4	
Maryland	3									
African American		14.1	16.3	17.2	18.4	23.2	23.6	24.3	21.4	
Gap		***-24.7***	***-27.2***	***-28.1***	***-29.0***	***-29.6***	***-28.8***	***-24.9***	***-25.9***	***1.2***
White		38.8	43.5	45.3	47.4	52.8	52.4	49.2	47.3	
Gap		***-14.4***	***-18.4***	***-19.3***	***-17.3***	***-17.7***	***-18.3***	***-18.4***	***-23.6***	***9.2***
Hispanic		24.4	25.1	26.0	30.1	35.1	34.1	30.8	23.7	
Baltimore	5									
African American		8.2	8.0	9.2	11.8	13.3	14.9	19.3	20.9	
Gap		***-10.0***	***-7.5***	***-10.7***	***-7.6***	***-7.5***	***-6.1***	***-4.3***	***-9.1***	***-0.9***
White		18.2	15.5	19.9	19.4	20.8	21.0	23.6	30.0	
Gap		***-9.7***	***0.3***	***-4.9***	***-7.4***	***-13.9***	***-6.7***	***7.2***	***-7.3***	***-2.4***
Hispanic		8.5	15.8	15.0	12.0	6.9	14.3	30.8	22.7	
Maryland	5									
African American		14.9	13.8	16.6	18.9	23.0	23.9	26.9	26.9	
Gap		***-23.0***	***-23.8***	***-26.2***	***-25.8***	***-27.5***	***-27.8***	***-28.7***	***-28.9***	***5.9***
White		37.9	37.6	42.8	44.7	50.5	51.7	55.6	55.8	
Gap		***-16.0***	***-18.4***	***-17.1***	***-16.7***	***-19.6***	***-19.5***	***-18.9***	***-21.4***	***5.4***
Hispanic		21.9	19.2	25.7	28.0	30.9	32.2	36.7	34.4	
Baltimore	8									
African American		4.4	6.3	6.8	6.7	5.5	6.4	8.0	8.9	
Gap		***-6.9***	***-8.0***	***-8.5***	***-9.8***	***-8.3***	***-5.4***	***-4.3***	***-6.0***	***-0.9***
White		11.3	14.3	15.3	16.5	13.8	11.8	12.3	14.9	
Gap		***-8.9***	***-4.9***	***-10.8***	***3.5***	***1.6***	***-7.8***	***-0.5***	***-2.4***	***-6.5***
Hispanic		2.4	9.4	4.5	20.0	15.4	4.0	11.8	12.5	
Maryland	8									
African American		10.2	13.3	13.1	13.0	12.1	13.5	15.1	15.7	
Gap		***-20.7***	***-21.9***	***-23.7***	***-20.4***	***-20.3***	***-17.9***	***-17.7***	***-16.9***	***-3.8***
White		30.9	35.2	36.8	33.4	32.4	31.4	32.8	32.6	
Gap		***-15.6***	***-16.1***	***-16.2***	***-13.7***	***-14.0***	***-11.1***	***-9.1***	***-12.4***	***-3.2***
Hispanic		15.3	19.1	20.6	19.7	18.4	20.3	23.7	20.2	

Baltimore
MSPAP-Math
Percent Satisfactory

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Baltimore	3									
African American		10.8	13.5	7.3	8.7	11.4	10.1	12.7	18.5	
Gap		***-8.8***	***-9.1***	***-9.2***	***-14.1***	***-12.2***	***-10.8***	***-12.3***	***-15.6***	***6.8***
White		19.6	22.6	16.5	22.8	23.6	20.9	25.0	34.1	
Gap		***-8.6***	***-5.9***	***-11.7***	***-19.4***	***-15.6***	***-11.6***	***-9.6***	***-20.3***	***11.7***
Hispanic		11.0	16.7	4.8	3.4	8.0	9.3	15.4	13.8	
Maryland	3									
African American		14.3	19.6	16.4	17.8	20.0	18.8	19.5	19.0	
Gap		***-29.3***	***-34.2***	***-34.7***	***-37.3***	***-34.8***	***-33.0***	***-34.4***	***-32.6***	***3.3***
White		43.6	53.8	51.1	55.1	54.8	51.8	53.9	51.6	
Gap		***-19.5***	***-23.0***	***-22.3***	***-23.5***	***-21.9***	***-22.2***	***-25.0***	***-28.7***	***9.2***
Hispanic		24.1	30.8	28.8	31.6	32.9	29.6	28.9	22.9	
Baltimore	5									
African American		10.9	15.2	11.0	11.2	12.1	14.8	19.1	21.3	
Gap		***-13.4***	***-9.4***	***-14.0***	***-16.2***	***-10.6***	***-10.2***	***-12.0***	***-14.8***	***1.4***
White		24.3	24.6	25.0	27.4	22.7	25.0	31.1	36.1	
Gap		***-10.5***	***-3.5***	***-25.0***	***-23.6***	***-13.3***	***-17.0***	***-13.2***	***-12.7***	***2.2***
Hispanic		13.8	21.1	0.0	3.8	9.4	8.0	17.9	23.4	
Maryland	5									
African American		18.2	21.9	23.3	22.6	24.0	24.3	24.3	21.7	
Gap		***-35.8***	***-34.4***	***-37.7***	***-40.0***	***-38.3***	***-35.2***	***-36.9***	***-34.7***	***-1.1***
White		54.0	56.3	61.0	62.6	62.3	59.5	61.2	56.4	
Gap		***-22.4***	***-20.9***	***-24.3***	***-24.6***	***-27.0***	***-23.1***	***-27.9***	***-28.7***	***6.3***
Hispanic		31.6	35.4	36.7	38.0	35.3	36.4	33.3	27.7	
Baltimore	8									
African American		7.6	10.4	6.4	7.8	10.8	10.8	13.0	12.6	
Gap		***-12.7***	***-14.2***	***-16.0***	***-16.0***	***-14.6***	***-15.2***	***-14.9***	***-15.0***	***2.3***
White		20.3	24.6	22.4	23.8	25.4	26.0	27.9	27.6	
Gap		***-18.7***	***-2.7***	***-8.8***	***-7.8***	***-6.9***	***-6.0***	***-19.6***	***-10.1***	***-8.6***
Hispanic		1.6	21.9	13.6	16.0	18.5	20.0	8.3	17.5	
Maryland	8									
African American		15.3	19.0	17.2	19.5	21.3	22.2	24.7	21.5	
Gap		***-37.8***	***-35.8***	***-40.6***	***-41.2***	***-40.5***	***-62.3***	***-40.6***	***-41.1***	***3.3***
White		53.1	54.8	57.8	60.7	61.8	64.5	65.3	62.6	
Gap		***-28.4***	***-22.7***	***-26.9***	***-23.9***	***-23.2***	***-27.3***	***-23.7***	***-26.4***	***-2.0***
Hispanic		24.7	32.1	30.9	36.8	38.6	37.2	41.6	36.2	

DISTRICT BIRMINGHAM
STATE ALABAMA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1996**
Grades Tested	**3-11**	**How Reported**	**National Percentiles**

DEMOGRAPHICS [1]	BIRMINGHAM		ALABAMA	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	41,824	38,120	746,149	740,732
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	52.5	NA	44.3
Percent of Students with IEPs	10.1	14.2	13.1	13.3
Percent English Language Learners	NA	0.5	NA	1.1
Percent African American	93.6	95.8	36.0	36.4
Percent Hispanic	0.2	0.4	0.5	1.1
Percent White	5.9	3.4	62.1	61.1
Percent Other	0.4	0.3	1.3	1.4
Number of FTE Teachers	2,578	2,547	44,056	48,614
Student-Teacher Ratio	16.2	15.0	16.9	15.2
Number of Schools	92	75*	1,319	1,516
Current Expenditures Per Pupil [2]	$4,693	$5,098	$4,343	$4,849

Birmingham as a Percentage of Alabama's Public Schools	**1995-96**	**1999-00**
Percent of Students	5.6	5.1
Percent of FRPL	NA	6.1
Percent of IEPs	4.3	5.5
Percent of ELLs	NA	2.3
Percent of Schools	7.0	4.9
Percent of Teachers	5.9	5.2
Percent of State Revenue [3]	5.1	5.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Birmingham
SAT/9
National Percentiles[4]

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change in NCE's
Total Battery								
Birmingham	3	34	36	43	45	46	49	1.6
Alabama	3	52	55	54	55	55	55	0.3
Birmingham	4	38	42	47	50	51	50	1.3
Alabama	4	55	58	58	58	59	58	0.3
Birmingham	5	37	39	46	50	53	52	1.6
Alabama	5	54	57	57	57	57	56	0.2
Birmingham	6	39	40	46	49	51	51	1.3
Alabama	6	58	61	59	60	61	59	0.1
Birmingham	7	38	39	42	44	47	47	1.0
Alabama	7	55	57	56	56	57	56	0.1
Birmingham	8	38	41	45	48	48	49	1.2
Alabama	8	56	58	56	56	57	56	0.0
Birmingham	9	37	37	36	43	48	44	0.8
Alabama	9	54	56	50	51	53	52	-0.2
Birmingham	10	32	33	35	38	43	44	1.3
Alabama	10	48	51	49	49	50	50	0.2
Birmingham	11	36	36	38	43	48	49	1.4
Alabama	11	50	52	52	53	53	53	0.3

Birmingham
Alabama High School Graduation Exam
Percent Passing

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading								
Birmingham	11	NA	NA	NA	NA	75	80	5
Alabama	11	NA	NA	NA	NA	83	88	5
Math [5]								
Birmingham	11	NA	NA	NA	NA	NA	64	NA
Alabama	11	NA	NA	NA	NA	NA	83	NA

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[4] Annualized change indices are presented in Normal Curve Equivalents.

[5] Math scores for the High School Graduation Exam were not reported until 2001.

DISTRICT	BOSTON
STATE	MASSACHUSETTS

STATE READING AND MATH ASSESSMENTS

State Assessment	**Massachusetts Comprehensive Assessment System (MCAS)**	**First Year Reported**	**1998**
Grades Tested	**4,8, &10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	BOSTON		MASSACHUSETTS	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	63,293*	62,950	915,007	971,425
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	72.2	NA	24.6
Percent of Students with IEPs	20.7	20.3	17.0	16.6
Percent English Language Learners	NA	20.4	NA	4.6
Percent African American	47.9	48.8	8.2	8.6
Percent Hispanic	24.6	26.9	9.3	10.2
Percent White	17.8	14.9	78.5	76.6
Percent Other	9.6	9.3	4.0	4.6
Number of FTE Teachers	4,080	5,093	62,710	77,596
Student-Teacher Ratio	15.5	12.4	14.6	12.5
Number of Schools	123	130	1,850	1,904
Current Expenditures Per Pupil [2]	$9,126	$10,293	$7,033	$7,778

Boston as a Percentage of Massachusetts' Public Schools	**1995-96**	**1999-00**
Percent of Students	6.9	6.5
Percent of FRPL	NA	19.0
Percent of IEPs	4.7	7.9
Percent of ELLs	NA	28.7
Percent of Schools	6.6	6.8
Percent of Teachers	8.5	6.6
Percent of State Revenue [3]	7.1	6.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Boston
Massachusetts Comprehensive Assessment System (MCAS) Tests
Percent Scoring Proficient/Above

	Grade	1998	1999	2000	2001	Annualized Change
English Language Arts						
Boston	4	4	5	6	24	6.7
Massachusetts	4	20	21	20	51	10.3
Boston	8	30	34	36	41	3.7
Massachusetts	8	55	56	62	67	4.0
Boston	10	18	19	22	31	4.3
Massachusetts	10	38	34	36	51	4.3
Math						
Boston	4	8	15	14	14	2.0
Massachusetts	4	34	36	40	34	0.0
Boston	8	14	17	15	20	2.0
Massachusetts	8	31	28	34	34	1.0
Boston	10	13	15	22	28	5.0
Massachusetts	10	24	24	33	45	7.0

DISTRICT BROWARD COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Florida Comprehensive Achievement Test (FCAT)**	**First Year Reported**	**1999**
Grades Tested	**4,5,8, &10**	**How Reported**	**Percent Meeting Standard**

DEMOGRAPHICS [1]	**BROWARD COUNTY**		**FLORIDA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	207,345*	239,960*	2,176,222	2,381,396
Percent Free & Reduced Price Lunch Eligible (FRPL)	31.6*	34.4*	NA	44.3
Percent of Students with IEPs	10.8	12.4*	13.4	14.9
Percent English Language Learners	NA	9.5	NA	7.0
Percent African American	34.8*	35.9*	25.3	25.4
Percent Hispanic	13.3*	17.5*	15.3	18.2
Percent White	49.1*	42.4*	57.5	54.3
Percent Other	2.8	3.0	2.0	2.2
Number of FTE Teachers	11,341*	14,205*	114,938	130,336
Student-Teacher Ratio	18.3*	16.9*	18.9	18.3
Number of Schools	187*	234	2,760	3,209
Current Expenditures Per Pupil [2]	$5,178	$5,453	$5,275	$5,552

Broward as a Percentage of Florida's Public Schools	1995-96	1999-00
Percent of Students	9.5	10.1
Percent of FRPL	NA	7.8
Percent of IEPs	7.7	8.7
Percent of ELLs	NA	13.7
Percent of Schools	6.8	7.3
Percent of Teachers	9.9	10.9
Percent of State Revenue [3]	10.6	10.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Broward County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

	Grade	1999	2000	2001	Annualized Change
Reading					
Broward	4	46	51	54	4.0
Florida	4	48	52	53	2.5
Broward	8	44	43	44	0.0
Florida	8	44	39	43	-0.5
Broward	10	25	27	37	6.0
Florida	10	30	29	37	3.5
Math					
Broward	5	38	46	52	7.0
Florida	5	35	46	48	6.5
Broward	8	44	52	58	7.0
Florida	8	44	51	55	5.5
Broward	10	41	49	60	9.5
Florida	10	47	51	59	6.0

Broward County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	Change in Gap
Broward	4					
African American		25	29	37	39	
Gap		***-42***	***-35***	***-36***	***-30***	***-12***
White		67	64	73	69	
Gap		***-22***	***-20***	***-20***	***-18***	***-4***
Hispanic		45	44	53	51	
Florida	4					
African American		23	26	32	31	
Gap		***-42***	***-41***	***-39***	***-35***	***-7***
White		65	67	71	66	
Gap		***-27***	***-26***	***-23***	***-23***	***-4***
Hispanic		38	41	48	43	
Broward	8					
African American		22	25	25	24	
Gap		***-36***	***-39***	***-39***	***-37***	***1***
White		58	64	64	61	
Gap		***-21***	***-23***	***-21***	***-23***	***2***
Hispanic		37	41	43	38	
Florida	8					
African American		21	24	20	21	
Gap		***-34***	***-37***	***-38***	***-35***	***1***
White		55	61	58	56	
Gap		***-22***	***-24***	***-23***	***-25***	***3***
Hispanic		33	37	35	31	
Broward	10					
African American		13	12	15	18	
Gap		***-24***	***-28***	***-28***	***-34***	***10***
White		37	40	43	52	
Gap		***-18***	***-18***	***-19***	***-21***	***3***
Hispanic		19	22	24	31	
Florida	10					
African American		12	13	13	15	
Gap		***-26***	***-29***	***-27***	***-34***	***8***
White		38	42	40	49	
Gap		***-18***	***-19***	***-18***	***-24***	***6***
Hispanic		20	23	22	25	

Broward County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	Change in Gap
Broward	5					
African American		12	19	32	34	
Gap		***-37***	***-37***	***-35***	***-34***	***-3***
White		49	56	67	68	
Gap		***-21***	***-18***	***-17***	***-19***	***-2***
Hispanic		28	38	50	49	
Florida	5					
African American		10	15	26	25	
Gap		***-34***	***-36***	***-37***	***-34***	***0***
White		44	51	63	59	
Gap		***-22***	***-22***	***-19***	***-19***	***-3***
Hispanic		22	29	44	40	
Broward	8					
African American		20	22	32	35	
Gap		***-45***	***-45***	***-43***	***-41***	***-4***
White		65	67	75	76	
Gap		***-23***	***-24***	***-22***	***-20***	***-3***
Hispanic		42	43	53	56	
Florida	8					
African American		19	21	30	30	
Gap		***-40***	***-43***	***-41***	***-38***	***-2***
White		59	64	71	68	
Gap		***-25***	***-26***	***-24***	***-24***	***-1***
Hispanic		34	38	47	44	
Broward	10					
African American		17	21	28	37	
Gap		***-39***	***-40***	***-44***	***-40***	***1***
White		56	61	72	77	
Gap		***-23***	***-23***	***-22***	***-20***	***-3***
Hispanic		33	38	50	57	
Florida	10					
African American		15	22	26	32	
Gap		***-39***	***-41***	***-44***	***-40***	***1***
White		54	63	70	72	
Gap		***-24***	***-25***	***-26***	***-24***	***0***
Hispanic		30	38	44	48	

DISTRICT BUFFALO
STATE NEW YORK

STATE READING AND MATH ASSESSMENTS

State Assessment	**New York State Assessment Program**	**First Year Reported**	**1999**
Grades Tested	**4 & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**BUFFALO**		**NEW YORK**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	47,998*	46,370	2,813,230	2,887,776
Percent Free & Reduced Price Lunch Eligible (FRPL)	76.5*	77.3	NA	41.6
Percent of Students with IEPs	15.1*	19.6*	12.9	14.5
Percent English Language Learners	6.7*	7.1*	NA	1.7
Percent African American	53.1	56.7*	20.2	20.3
Percent Hispanic	10.1*	10.8	17.4	18.3
Percent White	34.3*	29.6*	56.9	55.2
Percent Other	2.5	2.7	5.4	6.2
Number of FTE Teachers	3,820*	3,529*	181,559	202,078
Student-Teacher Ratio	12.5*	13.1*	15.5	14.3
Number of Schools	76	76	4,149	4,286
Current Expenditures Per Pupil [2]	$8,724	$8,994	$8,361	$8,852

Buffalo as a Percentage of New York's Public Schools	**1995-96**	**1999-00**
Percent of Students	1.7	1.6
Percent of FRPL	NA	3.0
Percent of IEPs	1.9	2.2
Percent of ELLs	NA	6.7
Percent of Schools	1.8	1.8
Percent of Teachers	2.1	1.7
Percent of State Revenue [3]	2.7	2.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Buffalo
New York State Assessment Program
Percent Scoring Level 3 & 4

	Grade	1999	2000	2001	Annualized Change
English Language Arts					
Buffalo	4	29.1	32.5	35.7	3.3
New York State	4	48.1	58.7	60.0	6.0
Buffalo	8	31.3	22.6	23.3	-4.0
New York State	8	48.1	44.9	44.9	-1.6
Math					
Buffalo	4	53.8	42.4	50.2	-1.8
New York State	4	66.7	65.0	69.1	1.2
Buffalo	8	22.3	19.5	16.0	-3.2
New York State	8	37.9	40.3	39.4	0.8

DISTRICT CHARLOTTE-MECKLENBURG
STATE NORTH CAROLINA

STATE READING AND MATH ASSESSMENTS

State Assessment	**North Carolina End-of-Grade Tests**	**First Year Reported**	**1997**
Grades Tested	**3-8**	**How Reported**	**Percent At/Above Grade Level**

DEMOGRAPHICS [1]	**CHARLOTTE-MECKLENBURG**		**NORTH CAROLINA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	87,597*	99,403*	1,156,885*	1,275,925
Percent Free & Reduced Price Lunch Eligible (FRPL)	34.1*	35.6*	NA	39.0
Percent of Students with IEPs	9.8*	11.4	12.6	13.5
Percent English Language Learners	1.8*	4.8*	NA	2.9
Percent African American	40.5*	41.8*	30.7	31.3
Percent Hispanic	2.1*	4.7*	1.9	3.7
Percent White	53.3*	47.9*	64.6	61.8
Percent Other	4.1*	5.6*	2.8	3.3
Number of FTE Teachers	5,201*	6,600*	73,201	81,914
Student-Teacher Ratio	16.8*	15.1*	15.8	15.6
Number of Schools	126	136*	1,985	2,165
Current Expenditures Per Pupil [2]	$5,093	$5,657	$4,719	$5,257

Charlotte-Mecklenburg as a Percentage of North Carolina's Public Schools	**1995-96**	**1999-00**
Percent of Students	7.6	7.8
Percent of FRPL	NA	7.1
Percent of IEPs	5.8	6.6
Percent of ELLs	NA	12.9
Percent of Schools	6.8	6.3
Percent of Teachers	7.3	8.1
Percent of State Revenue [3]	7.1	7.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

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Charlotte-Mecklenburg
NC End-of-Grade Test
Percent At/Above Grade Level

	Grade	1997	1998	1999	2000	2001	Annualized Change
Reading							
Charlotte	3	63	70	72	72	75	3.0
North Carolina	3	66	72	74	74	76	2.5
Charlotte	4	62	68	68	69	72	2.5
North Carolina	4	68	71	71	72	75	1.4
Charlotte	5	66	71	72	75	82	4.0
North Carolina	5	71	75	76	79	83	3.0
Charlotte	6	62	65	66	64	66	1.0
North Carolina	6	67	70	72	70	71	1.0
Charlotte	7	63	65	71	69	71	2.0
North Carolina	7	68	71	77	75	75	1.8
Charlotte	8	67	74	75	77	78	2.8
North Carolina	8	75	80	80	82	83	2.0
Math							
Charlotte	3	65	64	68	69	72	1.8
North Carolina	3	70	68	70	72	74	1.0
Charlotte	4	69	75	77	80	84	3.8
North Carolina	4	75	79	83	85	87	3.0
Charlotte	5	68	73	78	79	85	4.3
North Carolina	5	73	78	82	83	87	3.5
Charlotte	6	69	70	73	73	78	2.3
North Carolina	6	73	78	81	81	83	2.5
Charlotte	7	65	70	76	73	76	2.8
North Carolina	7	71	77	82	81	81	2.5
Charlotte	8	60	68	69	72	74	3.5
North Carolina	8	69	76	78	81	80	2.8

Charlotte-Mecklenburg
NC End-of-Grade Test-Reading
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	Change in Gap
Charlotte	4					
African American		45.9	49.2	50.1	54.4	
Gap		***-38.8***	***-35.2***	***-36.3***	***-33.4***	***-5.4***
White		84.7	84.4	86.4	87.8	
Gap		***-24.3***	***-27.3***	***-30.0***	***-23.2***	***-1.1***
Hispanic		60.4	57.1	56.4	64.6	
North Carolina	4					
African American		52.3	53.0	53.6	57.3	
Gap		***-27.9***	***-27.8***	***-28.0***	***-26.5***	***-1.4***
White		80.2	80.8	81.6	83.8	
Gap		***-23.0***	***-22.5***	***-22.0***	***-19.7***	***-3.3***
Hispanic		57.2	58.3	59.6	64.1	
Charlotte	8					
African American		54.3	56.1	59.9	63.1	
Gap		***-36.2***	***-34.4***	***-31.0***	***-29.5***	***-6.7***
White		90.5	90.5	90.9	92.6	
Gap		***-29.7***	***-24.7***	***-20.5***	***-24.7***	***-5.0***
Hispanic		60.8	65.8	70.4	67.9	
North Carolina	8					
African American		63.8	64.1	68.3	69.2	
Gap		***-23.1***	***-23.4***	***-21.0***	***-21.2***	***-1.9***
White		86.9	87.5	89.3	90.4	
Gap		***-22.2***	***-21.4***	***-19.6***	***-18.9***	***-3.3***
Hispanic		64.7	66.1	69.7	71.5	

Charlotte-Mecklenburg
NC End-of-Grade Test-Math
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	Change in Gap
Charlotte	4					
African American		55.0	60.5	65.2	71.5	
Gap		***-34.8***	***-30.5***	***-27.6***	***-23.8***	***-11.0***
White		89.8	91.0	92.8	95.3	
Gap		***-23.3***	***-23.0***	***-19.9***	***-17.1***	***-6.2***
Hispanic		66.5	68.0	72.9	78.2	
North Carolina	4					
African American		62.7	68.2	70.7	74.8	
Gap		***-24.5***	***-21.4***	***-20.4***	***-18.2***	***-6.3***
White		87.2	89.6	91.1	93.0	
Gap		***-16.8***	***-12.7***	***-11.2***	***-10.3***	***-6.5***
Hispanic		70.4	76.9	79.9	82.7	
Charlotte	8					
African American		45.1	48.3	51.0	55.8	
Gap		***-40.5***	***-37.3***	***-37.6***	***-34.3***	***-6.2***
White		85.6	85.6	88.6	90.1	
Gap		***-29.3***	***-21.1***	***-21.9***	***-27.3***	***-2.0***
Hispanic		56.3	64.5	66.7	62.8	
North Carolina	8					
African American		57.1	59.0	63.9	63.3	
Gap		***-27.8***	***-27.1***	***-24.4***	***-23.9***	***-3.9***
White		84.9	86.1	88.3	87.2	
Gap		***-19.0***	***-20.1***	***-18.0***	***-18.8***	***-0.2***
Hispanic		65.9	66.0	70.3	68.4	

DISTRICT	CHICAGO
STATE	ILLINOIS

STATE READING AND MATH ASSESSMENTS

State Assessment	**Illinois Standards Achievement Test (ISAT)**	**First Year Reported**	**1999**
Grades Tested	**3,5, & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	CHICAGO		ILLINOIS	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	412,921	431,750	1,943,623	2,027,600
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	71.0*	NA	NA
Percent of Students with IEPs	4.0	12.0	11.6	13.9
Percent English Language Learners	NA	13.6	NA	6.0
Percent African American	54.5	52.5	21.1	21.3
Percent Hispanic	31.3	34.2	12.2	14.6
Percent White	10.8	10.0	63.6	60.7
Percent Other	3.4	3.4	3.1	3.5
Number of FTE Teachers	22,941	23,455	113,538	124,815
Student-Teacher Ratio	18.0	18.4	17.1	16.2
Number of Schools	555	597	4,142	4,332
Current Expenditures Per Pupil [2]	$6,040	$6,617	$5,519	$6,242

Chicago as a Percentage of Illinois' Public Schools	**1995-96**	**1999-00**
Percent of Students	21.2	21.3
Percent of FRPL	NA	NA
Percent of IEPs	7.4	18.4
Percent of ELLs	NA	48.3
Percent of Schools	13.4	13.8
Percent of Teachers	20.2	18.8
Percent of State Revenue [3]	27.6	27.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

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Chicago
Illinois State Assessment Test (ISAT)
Pecent Meeting/Exceeding Standard

	Grade	1999	2000	2001	Annualized Change
Reading					
Chicago	3	33	33	36	1.5
Illinois	3	61	62	62	0.5
Chicago	5	37	33	34	-1.5
Illinois	5	61	59	59	-1.0
Chicago	8	57	57	48	-4.5
Illinois	8	72	72	66	-3.0
Math					
Chicago	3	41	37	47	3.0
Illinois	3	68	69	74	3.0
Chicago	5	29	28	32	1.5
Illinois	5	56	57	61	2.5
Chicago	8	19	20	25	3.0
Illinois	8	43	47	50	3.5

DISTRICT CLARK COUNTY
STATE NEVADA

STATE READING AND MATH ASSESSMENTS

State Assessment	**TerraNova**	**First Year Reported**	**1998**
Grades Tested	**4,8, & 10**	**How Reported**	**Percent in Quartile**

DEMOGRAPHICS [1]	**CLARK COUNTY**		**NEVADA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	166,788	217,526	265,041	325,610
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	36.5	NA	27.5
Percent of Students with IEPs	10.2	10.4	10.6	11.0
Percent English Language Learners	NA	NA	NA	NA
Percent African American	13.8	13.9	9.8	10.1
Percent Hispanic	19.4	26.8	17.2	23.9
Percent White	60.7	52.1	66.5	58.9
Percent Other	6.2	7.2	6.4	7.2
Number of FTE Teachers	8,186	10,838	13,878	17,380
Student-Teacher Ratio	20.4	20.1	19.1	18.7
Number of Schools	198	246	423	491
Current Expenditures Per Pupil [2]	$4,691	$5,108	$4,892	$5,295

Clark County as a Percentage of Nevada's Public Schools	**1995-96**	**1999-00**
Percent of Students	62.9	66.8
Percent of FRPL	NA	88.7
Percent of IEPs	60.6	63.2
Percent of ELLs	NA	NA
Percent of Schools	46.8	50.1
Percent of Teachers	59.0	62.4
Percent of State Revenue [3]	56.4	55.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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Clark County
TerraNova-CTBS/5 [4]
Percent in Top Quarter

	Grade	1998	1999	2000	2001	Annualized Change
Reading						
Clark County	4	19	16	18	19	0.0
Nevada	4	20	17	19	20	0.0
Clark County	8	24	24	24	24	0.0
Nevada	8	26	26	25	25	-0.3
Clark County	10	27	25	25	26	-0.3
Nevada	10	28	27	26	28	0.0
Math						
Clark County	4	26	29	32	32	2.0
Nevada	4	23	26	29	30	2.3
Clark County	8	23	24	24	25	0.7
Nevada	8	22	24	24	26	1.3
Clark County	10	26	26	29	32	2.0
Nevada	10	27	27	29	33	2.0

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[4] The Terra Nova is administered in October of each school year. The score reported here under 2001 is from the Fall 2000 administration of the exam.

DISTRICT CLEVELAND
STATE OHIO

STATE READING AND MATH ASSESSMENTS

State Assessment	**Ohio Proficiency Tests**	**First Year Reported**	**1996**
Grades Tested	**4, 6, 9, & 12**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**CLEVELAND**		**OHIO**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	74,380	76,559	1,836,015	1,836,554
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	82.3	NA	27.3
Percent of Students with IEPs	4.5	16.0	3.7	12.3
Percent English Language Learners	NA	NA	NA	NA
Percent African American	70.5	71.2	15.3	16.1
Percent Hispanic	7.5	8.1	1.4	1.6
Percent White	20.7	19.5	82.2	81.1
Percent Other	1.3	1.1	1.1	1.2
Number of FTE Teachers	4,323	5,273	107,347	116,200
Student-Teacher Ratio	17.2	14.5	17.1	15.8
Number of Schools	131	124	3,865	3,894
Current Expenditures Per Pupil [2]	$6,616	$6,403	$5,669	$6,198

Cleveland as a Percentage of Ohio's Public Schools	**1995-96**	**1999-00**
Percent of Students	4.1	4.2
Percent of FRPL	NA	12.6
Percent of IEPs	4.9	5.4
Percent of ELLs	NA	NA
Percent of Schools	3.4	3.2
Percent of Teachers	4.0	4.5
Percent of State Revenue [3]	6.2	6.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Cleveland
State Proficiency Test
Percent Proficient

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading								
Cleveland	4	18.4	28.0	22.6	37.0	33.7	33.2	3.0
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	2.1
Cleveland	6	11.7	12.6	17.4	17.7	17.6	22.1	2.1
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	3.0
Cleveland	9	52.3	55.1	55.4	64.4	65.8	73.9	4.3
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	1.0
Cleveland	12	52.2	39.6	32.3	38.3	40.5	53.4	0.2
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	1.2
Math								
Cleveland	4	18.4	19.6	22.4	36.1	34.3	37.9	3.9
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	3.0
Cleveland	6	9.6	10.8	12.2	13.9	15.8	23.5	2.8
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	3.3
Cleveland	9	18.5	21.4	21.2	27.5	29.0	33.7	3.0
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	1.7
Cleveland	12	19.5	14.0	16.6	20.2	28.8	33.8	2.9
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	2.8

DISTRICT	COLUMBUS
STATE	OHIO

STATE READING AND MATH ASSESSMENTS

State Assessment	**Ohio Proficiency Tests**	**First Year Reported**	**1996**
Grades Tested	**4, 6, 9, & 12**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**COLUMBUS**		**OHIO**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	63,082	64,929*	1,836,015	1,836,554
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	57.5*	NA	27.3
Percent of Students with IEPs	12.3*	13.0	3.7	12.3
Percent English Language Learners	NA	3.4*	NA	NA
Percent African American	53.8*	56.6*	15.3	16.1
Percent Hispanic	0.8*	1.4	1.4	1.6
Percent White	41.8*	37.9*	82.2	81.1
Percent Other	3.6*	4.1*	1.1	1.2
Number of FTE Teachers	3,799*	3,996	107,347	116,200
Student-Teacher Ratio	16.6	17.9*	17.1	15.8
Number of Schools	144	146	3,865	3,894
Current Expenditures Per Pupil[2]	$6,991	$6,822	$5,669	$6,198

Columbus as a Percentage of Ohio's Public Schools	**1995-96**	**1999-00**
Percent of Students	3.4	3.5
Percent of FRPL	NA	7.4
Percent of IEPs	11.4	3.7
Percent of ELLs	NA	NA
Percent of Schools	3.7	3.7
Percent of Teachers	3.5	3.4
Percent of State Revenue [3]	3.4	3.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Columbus
State Proficiency Test
Percent Proficient

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading								
Columbus	4	25.5	31.6	26.8	36.9	37.0	35.8	2.1
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	2.1
Columbus	6	22.1	27.1	28.7	25.1	25.6	28.5	1.3
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	3.0
Columbus	9	69.5	70.7	73.6	75.5	74.2	76.1	1.3
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	1.0
Columbus	12	57.2	54.8	49.8	52.7	46.4	57.5	0.1
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	1.2
Math								
Columbus	4	24.5	19.5	18.5	26.7	27.0	36.1	2.3
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	3.0
Columbus	6	23.2	27.0	21.5	21.8	27.0	37.1	2.8
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	3.3
Columbus	9	35.2	36.6	38.9	42.9	44.0	47.7	2.5
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	1.7
Columbus	12	27.4	28.3	29.0	31.5	34.6	40.8	2.7
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	2.8

DISTRICT DALLAS
STATE TEXAS

STATE READING AND MATH ASSESSMENTS

State Assessment	**Texas Assessment of Academic Skills (TAAS)**	**First Year Reported**	**1994**
Grades Tested	**3-8 & 10**	**How Reported**	**Percent Passing**

DEMOGRAPHICS[1]	**DALLAS**		**TEXAS**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	148,839	160,477	3,740,260*	3,991,783
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	70.5	NA	44.7
Percent of Students with IEPs	8.8	8.6	11.5*	12.1
Percent English Language Learners	NA	32.8	12.8*	13.9
Percent African American	42.6	37.6	14.3	14.4
Percent Hispanic	43.4	52.0	36.7	39.6
Percent White	11.9	8.5	46.4	43.1
Percent Other	2.2	1.9	2.6	2.9
Number of FTE Teachers	8,922	9,957	240,371	267,935
Student-Teacher Ratio[1]	16.9	16.1	15.6	14.9
Number of Schools	172	218	6,638	7,395
Current Expenditures Per Pupil[2]	$5,146	$5,309	$5,016	$5,444

Dallas as a Percentage of Texas' Public Schools	**1995-96**	**1999-00**
Percent of Students	4.0	4.0
Percent of FRPL	NA	6.3
Percent of IEPs	3.0	2.9
Percent of ELLs	NA	9.5
Percent of Schools	3.1	2.9
Percent of Teachers	3.7	3.7
Percent of State Revenue[3]	2.0	2.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Dallas
Texas Assessment of Academic Skills (TAAS)[4]
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Annualized Change
Reading										
Dallas	3	60.8	65.4	63.2	62.8	71.9	74.9	70.5	72.6	1.7
Texas	3	77.9	79.5	80.5	81.5	86.2	88.0	87.9	86.8	1.3
Dallas	4	57.7	62.3	61.1	63.6	73.6	75.5	71.8	75.4	2.5
Texas	4	75.5	80.1	78.3	82.5	89.9	88.8	89.9	90.8	2.2
Dallas	5	58.8	62.2	66.9	65.5	71.7	70.9	68.7	73.8	2.1
Texas	5	77.5	79.3	83.0	84.8	88.4	86.4	87.8	90.2	1.8
Dallas	6	61.1	66.3	70.7	74.1	75.5	77.9	75.4	75.5	2.1
Texas	6	74.1	78.9	78.4	84.6	85.6	84.9	86.0	85.6	1.6
Dallas	7	57.6	62.0	70.0	70.8	68.6	66.6	65.7	73.4	2.3
Texas	7	75.9	78.7	82.6	84.5	85.5	83.6	83.5	89.4	1.9
Dallas	8	57.3	58.9	65.7	70.5	71.6	79.7	79.3	81.0	3.4
Texas	8	77.2	75.5	78.3	83.9	85.3	88.2	89.6	91.9	2.1
Dallas	10	62.8	62.3	70.6	77.8	78.8	80.0	83.7	83.4	2.9
Texas	10	77.7	76.4	81.9	86.1	88.3	88.8	90.3	90.0	1.8
Math										
Dallas	3	45.3	55.5	58.9	61.8	60.1	64.3	57.8	66.5	3.0
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	83.1	2.9
Dallas	4	46.1	55.3	61.7	62.9	68.0	72.7	65.2	75.8	4.2
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	91.3	4.6
Dallas	5	45.6	54.0	61.7	67.5	72.6	74.4	76.2	82.7	5.3
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	94.6	4.6
Dallas	6	53.6	54.2	70.8	72.5	75.5	79.8	79.3	85.7	4.6
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	91.4	4.3
Dallas	7	44.0	43.6	54.9	63.7	65.7	69.2	72.9	75.4	4.5
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	89.6	4.3
Dallas	8	38.8	38.1	54.7	59.5	70.0	74.4	78.2	80.7	6.0
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	92.4	4.8
Dallas	10	41.2	46.3	54.8	60.6	67.2	70.7	77.1	83.1	6.0
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	89.3	4.4

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[4] Texas reported TAAS results for only non-Special Education students fron 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education students, as well as those who take the Spanish language versions of the TAAS.

Dallas
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Dallas	4									
African American		47.8	52.6	52.8	56.6	69.9	71.0	73.6	74.9	
Gap		***-31.7***	***-30.5***	***-26.6***	***-26.6***	***-16.3***	***-16.0***	***-15.9***	***-16.9***	***-14.8***
White		79.5	83.1	79.4	83.2	86.2	87.0	89.5	91.8	
Gap		***-16.3***	***-15.1***	***-13.0***	***-17.3***	***-11.9***	***-8.9***	***-22.2***	***-18.5***	***2.2***
Hispanic		63.2	68.0	66.4	65.9	74.3	78.1	67.3	73.3	
Texas	4									
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	83.8	
Gap		***-27.4***	***-25.5***	***-23.8***	***-20.7***	***-14.7***	***-15.1***	***-12.3***	***-12.0***	***-15.4***
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	95.8	
Gap		***-19.2***	***-16.3***	***-16.5***	***-14.7***	***-9.7***	***-9.9***	***-9.3***	***-8.5***	***-10.7***
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	87.3	
Dallas	8									
African American		51.6	52.9	58.2	67.0	71.1	79.9	79.9	81.6	
Gap		***-31.4***	***-27.2***	***-28.7***	***-22.6***	***-15.6***	***-11.0***	***-12.9***	***-11.0***	***-20.4***
White		83.0	80.1	86.9	89.6	86.7	90.9	92.8	92.6	
Gap		***-27.9***	***-21.7***	***-18.9***	***-20.4***	***-18.5***	***-14.1***	***-16.6***	***-13.7***	***-14.2***
Hispanic		55.1	58.4	68.0	69.2	68.2	76.8	76.2	78.9	
Texas	8									
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	88.0	
Gap		***-27.8***	***-27.4***	***-26.2***	***-19.0***	***-18.0***	***-12.2***	***-11.5***	***-8.4***	***-19.4***
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	96.4	
Gap		***-24.6***	***-24.4***	***-23.9***	***-18.8***	***-18.4***	***-12.1***	***-11.1***	***-9.0***	***-15.6***
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	87.4	
Dallas	10									
African American		58.5	58.0	71.5	80.7	80.6	83.1	87.6	86.0	
Gap		***-29.4***	***-29.7***	***-17.6***	***-13.0***	***-16.5***	***-12.8***	***-7.8***	***-10.4***	***-19.0***
White		87.9	87.7	89.1	93.7	97.1	95.9	95.4	96.4	
Gap		***-30.4***	***-30.2***	***-26.5***	***-24.4***	***-25.0***	***-22.6***	***-17.4***	***-17.3***	***-13.1***
Hispanic		57.5	57.5	62.6	69.3	72.1	73.3	78.0	79.1	
Texas	10									
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	84.1	
Gap		***-26.2***	***-27.7***	***-20.4***	***-15.5***	***-13.9***	***-12.4***	***-10.2***	***-11.9***	***-14.3***
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	96.0	
Gap		***-25.6***	***-25.4***	***-22.0***	***-18.7***	***-15.4***	***-15.0***	***-13.0***	***-12.5***	***-13.1***
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	83.5	

Dallas
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Dallas	4									
African American		36.0	45.2	52.4	53.7	61.9	66.1	62.7	71.7	
Gap		***-31.3***	***-31.4***	***-26.6***	***-28.5***	***-21.2***	***-18.2***	***-21.8***	***-17.5***	***-13.8***
White		67.3	76.6	79.0	82.2	83.1	84.3	84.5	89.2	
Gap		***-14.9***	***-15.2***	***-10.3***	***-14.2***	***-12.6***	***-6.7***	***-20.9***	***-12.6***	***-2.3***
Hispanic		52.4	61.4	68.7	68.0	70.5	77.6	63.6	76.6	
Texas	4									
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	83.0	
Gap		***-32.4***	***-32.1***	***-26.1***	***-23.9***	***-18.8***	***-19.0***	***-17.7***	***-12.7***	***-19.7***
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	95.7	
Gap		***-21.6***	***-20.1***	***-15.1***	***-13.1***	***-9.7***	***-8.5***	***-10.3***	***-6.7***	***-14.9***
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	89.0	
Dallas	8									
African American		31.9	31.4	45.8	53.6	66.8	71.8	75.8	77.9	
Gap		***-34.6***	***-32.8***	***-34.4***	***-29.8***	***-16.9***	***-15.9***	***-15.9***	***-13.7***	***-20.9***
White		66.5	64.2	80.2	83.4	83.7	87.7	91.7	91.6	
Gap		***-29.6***	***-28.4***	***-23.2***	***-24.4***	***-14.5***	***-14.1***	***-14.0***	***-10.5***	***-19.1***
Hispanic		36.9	35.8	57.0	59.0	69.2	73.6	77.7	81.1	
Texas	8									
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	85.6	
Gap		***-39.6***	***-41.4***	***-35.2***	***-29.1***	***-20.6***	***-18.2***	***-13.4***	***-11.1***	***-28.5***
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	96.7	
Gap		***-31.6***	***-34.9***	***-27.2***	***-22.7***	***-16.4***	***-12.4***	***-9.1***	***-7.5***	***-24.1***
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	89.2	
Dallas	10									
African American		33.4	41.0	52.3	59.8	64.4	67.5	74.1	82.8	
Gap		***-35.2***	***-31.5***	***-26.0***	***-23.3***	***-23.6***	***-23.8***	***-17.8***	***-10.8***	***-24.4***
White		68.6	72.5	78.3	83.1	88.0	91.3	91.9	93.6	
Gap		***-30.5***	***-31.5***	***-29.4***	***-29.9***	***-24.4***	***-23.2***	***-15.7***	***-12.6***	***-17.9***
Hispanic		38.1	41.0	48.9	53.2	63.6	68.1	76.2	81.0	
Texas	10									
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	80.2	
Gap		***-37.3***	***-37.6***	***-33.9***	***-30.9***	***-26.7***	***-22.4***	***-18.2***	***-14.6***	***-22.7***
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	94.8	
Gap		***-29.3***	***-31.2***	***-25.9***	***-25.7***	***-20.5***	***-16.1***	***-12.4***	***-10.7***	***-18.6***
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	84.1	

DISTRICT	DAYTON
STATE	OHIO

STATE READING AND MATH ASSESSMENTS

State Assessment	**Ohio Proficiency Tests**	**First Year Reported**	**1996**
Grades Tested	**4, 6, 9, & 12**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**DAYTON**		**OHIO**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	27,942	25,865	1,836,015	1,836,554
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	72.6	NA	27.3
Percent of Students with IEPs	5.3	15.0	3.7	12.3
Percent English Language Learners	NA	NA	NA	NA
Percent African American	67.8	70.9	15.3	16.1
Percent Hispanic	0.5	0.7	1.4	1.6
Percent White	31.1	27.9	82.2	81.1
Percent Other	0.6	0.6	1.1	1.2
Number of FTE Teachers	1,748	1,885	107,347	116,200
Student-Teacher Ratio	16.0	13.7	17.1	15.8
Number of Schools	50	49	3,865	3,894
Current Expenditures Per Pupil[2]	$6,905	$7,657	$5,669	$6,198

Dayton as a Percentage of Ohio's Public Schools	**1995-96**	**1999-00**
Percent of Students	1.5	1.4
Percent of FRPL	NA	3.7
Percent of IEPs	2.2	1.7
Percent of ELLs	NA	NA
Percent of Schools	1.3	1.3
Percent of Teachers	1.6	1.6
Percent of State Revenue [3]	2.0	1.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Dayton
State Proficiency Test
Percent Proficient

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading								
Dayton	4	20.4	27.1	18.6	27.7	23.4	24.2	0.8
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	2.1
Dayton	6	18.5	21.0	25.9	23.4	19.9	23.5	1.0
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	3.0
Dayton	9	68.0	85.8	81.5	70.6	70.4	71.0	0.6
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	1.0
Dayton	12	50.0	60.1	48.6	65.9	44.5	67.0	3.4
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	1.2
Math								
Dayton	4	19.5	11.7	12.3	18.1	13.9	19.6	0.0
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	3.0
Dayton	6	19.4	17.2	19.3	20.4	17.9	22.7	0.7
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	3.3
Dayton	9	29.2	32.2	33.3	34.1	31.3	33.4	0.8
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	1.7
Dayton	12	24.8	30.0	31.6	37.9	34.4	42.7	3.6
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	2.8

District Denver
State Colorado

State Reading and Math Assessments

State Assessment	**Colorado State Assessment Program (CSAP)**	**First Year Reported**	**1997**
Grades Tested	**3-5, 7-8, & 10**	**How Reported**	**Performance Level**

Demographics [1]	**Denver**		**Colorado**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	64,322	69,693	656,279	708,109
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	61.1	NA	27.7
Percent of Students with IEPs	11.1	10.8	9.9	10.2
Percent English Language Learners	NA	NA	NA	NA
Percent African American	21.3	20.8	5.5	5.7
Percent Hispanic	46.4	51.1	18.4	20.8
Percent White	27.1	23.4	72.5	69.5
Percent Other	5.2	4.7	3.6	4.0
Number of FTE Teachers	3,271	4,010	35,388	40,772
Student-Teacher Ratio	19.7	17.4	18.5	17.4
Number of Schools	112	124	1,486	1,587
Current Expenditures Per Pupil[2]	$5,596	$5,739	$5,121	$5,656

Denver as a Percentage of Colorado's Public Schools	**1995-96**	**1999-00**
Percent of Students	9.8	9.8
Percent of FRPL	NA	21.7
Percent of IEPs	11.0	10.4
Percent of ELLs	NA	NA
Percent of Schools	7.5	7.8
Percent of Teachers	9.2	9.8
Percent of State Revenue [3]	7.1	7.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Denver [4]
Colorado State Assessment Program (CSAP)
Percent Proficient and Above

	Grade	1997	1998	1999	2000	2001	Annualized Change
Reading [5]							
Denver	3	NA	46	43	47	49	1.0
Colorado	3	NA	66	67	69	72	2.0
Denver	4	33	32	31	38	37	1.0
Colorado	4	57	57	59	62	63	1.5
Denver	7	NA	NA	31	32	35	2.0
Colorado	7	NA	NA	56	58	63	3.5
Math[6]							
Denver	5	NA	NA	NA	20	27	7.0
Colorado	5	NA	NA	NA	47	51	4.0
Denver	8	NA	NA	NA	12	13	1.0
Colorado	8	NA	NA	NA	33	37	4.0
Denver	10	NA	NA	NA	NA	5	NA
Colorado	10	NA	NA	NA	NA	14	NA

Denver
Colorado State Assessment Program(CSAP)
Percent Proficient and Above

	Grade	1998	1999	2000	2001	Change in Gap
Reading						
Denver	3					
African American		37	*34*	39	45	
Gap		***-29***	***-35***	***-33***	***-29***	***0.0***
White		66	69	72	74	
Gap		***-29***	***-36***	***-34***	***-34***	***5.0***
Hispanic		37	*33*	38	40	
Colorado	3					
African American		45	43	48	54	
Gap		***-28***	***-32***	***-30***	***-27***	***-1.0***
White		73	75	78	81	
Gap		***-28***	***-30***	***-29***	***-30***	***2.0***
Hispanic		45	45	49	51	

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[4] State data were reported as whole numbers; district data were rounded to the nearest whole number for consistency.

[5] The CSAP Reading Assessment was not required for 3rd grade students until 1998 or for 7th grade students until 1999.

[6] The CSAP Math Assessment was not required for 5th grade and 8th grade students until 2000.

DISTRICT DES MOINES
STATE IOWA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Iowa Test of Basic Skills (ITBS)**	**First Year Reported**	**1999**
Grades Tested	**3,4,6-8**	**How Reported**	**National Percentile**

DEMOGRAPHICS [1]	**DES MOINES**		**IOWA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	32,104*	31,509	502,343	497,301
Percent Free & Reduced Price Lunch Eligible (FRPL)	38.9*	42.3	NA	26.5
Percent of Students with IEPs	13.9	16.3	12.9	14.3
Percent English Language Learners	5.0*	6.5	NA	1.0
Percent African American	13.8*	14.5	3.3	3.8
Percent Hispanic	4.5*	7.4	2.1	3.2
Percent White	75.9*	72.7	92.7	90.8
Percent Other	5.9	5.4	1.9	2.2
Number of FTE Teachers	2,106	2,115	32,318	33,480
Student-Teacher Ratio	15.4	14.9	15.5	14.9
Number of Schools	65	63	1,556	1,535
Current Expenditures Per Pupil [2]	$5,912	$6,554	$5,481	$5,998

Des Moines as a Percentage of Iowa's Public Schools	**1995-96**	**1999-00**
Percent of Students	6.5	6.2
Percent of FRPL	NA	10.0
Percent of IEPs	7.0	7.1
Percent of ELLs	NA	40.6
Percent of Schools	4.2	4.1
Percent of Teachers	6.5	6.3
Percent of State Revenue [3]	6.8	6.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Des Moines[4]
ITBS[5]
National Percentiles[6]

	Grade	1999	2000	2001	Annualized Change in NCEs
Total Reading	3	43	43	49	1.6
	4	42	47	49	1.9
	6	41	43	42	0.3
	7	43	45	42	-0.3
	8	42	44	42	0.0
Total Math	3	52	53	58	1.6
	4	49	55	58	2.4
	6	48	51	48	0.0
	7	52	52	51	-0.3
	8	50	53	52	0.6

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[4] Iowa does not administer a state-wide assessment.
[5] Special Education students were included in test results for the first time in 1999.
[6] Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT	DETROIT
STATE	MICHIGAN

STATE READING AND MATH ASSESSMENTS

State Assessment	**Michigan Educational Assessment Program**	**First Year Reported**	**1996**
Grades Tested	**4 & 7**	**How Reported**	**Percent Satisfactory**

DEMOGRAPHICS [1]	DETROIT		MICHIGAN	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	174,412*	167,186*	1,641,456	1,725,617
Percent Free & Reduced Price Lunch Eligible (FRPL)	68.0*	66.0*	NA	29.3
Percent of Students with IEPs	5.9	7.7	4.0	4.7
Percent English Language Learners	NA	NA	NA	NA
Percent African American	90.2*	91.2	18.4	19.6
Percent Hispanic	2.6*	3.6*	2.7	3.2
Percent White	6.0*	4.0*	76.4	74.4
Percent Other	1.2	1.2	2.5	2.7
Number of FTE Teachers	7,687	7,890*	83,179	96,111
Student-Teacher Ratio	22.6	19.2*	19.7	18.0
Number of Schools	259*	268	3,748	3,927
Current Expenditures Per Pupil [2]	$7,424	$7,326	$6,785	$7,050

Detroit as a Percentage of Michigan's Public Schools	**1995-96**	**1999-00**
Percent of Students	10.6	9.7
Percent of FRPL	NA	21.8
Percent of IEPs	15.7	15.9
Percent of ELLs	NA	NA
Percent of Schools	7.2	6.8
Percent of Teachers	9.2	8.2
Percent of State Revenue [3]	12.3	11.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Detroit
Michigan Educational Assessment Program
Percent Satisfactory

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading								
Detroit	4	46.4	46.7	52.6	45.4	51.7	40.4	-1.2
Michigan	4	49.9	49.0	58.6	59.4	58.2	60.4	2.1
Detroit	7	33.1	30.7	32.2	34.5	33.2	30.3	-0.6
Michigan	7	42.3	40.4	48.8	53.0	48.4	57.9	3.1
Math[4]								
Detroit	4	48.5	48.7	64.6	58.5	62.4	50.6	0.4
Michigan	4	63.1	60.5	74.1	71.7	74.8	72.3	1.8
Detroit	7	31.5	29.1	33.7	36.0	34.5	NA	NA
Michigan	7	55.0	51.4	61.4	63.2	62.8	NA	NA

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[4] Students in 7th grade are no longer administered the math portion of the MEAP.

DISTRICT	FORT WORTH
STATE	TEXAS

STATE READING AND MATH ASSESSMENTS

State Assessment	**Texas Assessment of Academic Skills (TAAS)**	**First Year Reported**	**1994**
Grades Tested	**3-8, &10**	**How Reported**	**Percent Passing**

DEMOGRAPHICS [1]	**FORT WORTH**		**TEXAS**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	74,021	78,654	3,740,260*	3,991,783
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	58.0	NA	44.7
Percent of Students with IEPs	11.1	11.0	11.5*	12.1
Percent English Language Learners	NA	25.0	12.8*	13.9
Percent African American	34.0	31.7	14.3	14.4
Percent Hispanic	36.4	43.0	36.7	39.6
Percent White	27.0	22.8	46.4	43.1
Percent Other	2.7	2.5	2.6	2.9
Number of FTE Teachers	4,165	4,596	240,371	267,935
Student-Teacher Ratio	17.8	17.1	15.6	14.9
Number of Schools	129	135	6,638	7,395
Current Expenditures Per Pupil [2]	$4,967	$5,343	$5,016	$5,444

Fort Worth as a Percentage of Texas' Public Schools	**1995-96**	**1999-00**
Percent of Students	2.0	2.0
Percent of FRPL	NA	2.6
Percent of IEPs	1.9	1.8
Percent of ELLs	NA	3.5
Percent of Schools	1.9	1.8
Percent of Teachers	1.7	1.7
Percent of State Revenue [3]	2.1	2.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Fort Worth [4]
Texas Assessment of Academic Skills (TAAS)
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Annualized Change
Reading										
Fort Worth	3	68.8	69.4	68.8	70.0	76.1	82.7	83.2	82.3	1.9
Texas	3	77.9	79.5	80.5	81.5	86.2	88.0	87.9	86.8	1.3
Fort Worth	4	68.5	69.3	66.7	70.4	78.1	82.0	85.4	86.6	2.6
Texas	4	75.5	80.1	78.3	82.5	89.9	88.8	89.9	90.8	2.2
Fort Worth	5	70.4	70.4	72.1	74.7	77.3	78.2	83.3	88.4	2.6
Texas	5	77.5	79.3	83.0	84.8	88.4	86.4	87.8	90.2	1.8
Fort Worth	6	63.9	67.3	63.9	70.1	69.2	74.7	75.6	75.6	1.7
Texas	6	74.1	78.9	78.4	84.6	85.6	84.9	86.0	85.6	1.6
Fort Worth	7	69.9	67.5	70.8	70.4	70.4	71.0	70.9	80.1	1.5
Texas	7	75.9	78.7	82.6	84.5	85.5	83.6	83.5	89.4	1.9
Fort Worth	8	69.2	66.7	64.0	71.5	73.0	79.1	80.0	84.6	2.2
Texas	8	77.2	75.5	78.3	83.9	85.3	88.2	89.6	91.9	2.1
Fort Worth	10	70.3	66.1	71.9	77.4	77.4	80.0	81.6	82.2	1.7
Texas	10	77.7	76.4	81.9	86.1	88.3	88.8	90.3	90.0	1.8
Math										
Fort Worth	3	53.7	62.3	63.1	71.0	68.4	73.8	76.3	78.0	3.5
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	83.1	2.9
Fort Worth	4	49.0	55.5	62.4	71.3	73.2	79.3	80.4	86.6	5.4
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	91.3	4.6
Fort Worth	5	53.7	58.3	64.6	74.2	78.0	84.3	88.0	92.7	5.6
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	94.6	4.6
Fort Worth	6	47.8	50.3	61.6	65.1	68.7	77.4	78.7	83.5	5.1
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	91.4	4.3
Fort Worth	7	49.9	47.1	55.5	61.3	64.0	70.8	78.0	81.9	4.6
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	89.6	4.3
Fort Worth	8	50.3	44.0	52.2	58.1	66.5	74.2	81.8	86.0	5.1
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	92.4	4.8
Fort Worth	10	47.0	48.1	54.9	57.8	65.5	71.0	75.0	78.0	4.4
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	89.3	4.4

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[4] Texas reported TAAS results for only non-Special Education students fron 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education students, as well as those who take the Spanish language versions of the TAAS.

Fort Worth
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Fort Worth	4									
African American		54.2	54.2	54.6	59.2	72.5	76.8	78.4	79.8	
Gap		***-32.7***	***-35.2***	***-30.3***	***-28.7***	***-18.9***	***-16.8***	***-17.4***	***-16.6***	***-16.1***
White		86.9	89.4	84.9	87.9	91.4	93.6	95.8	96.4	
Gap		***-24.3***	***-24.6***	***-23.7***	***-21.2***	***-19.0***	***-15.1***	***-11.8***	***-10.2***	***-14.1***
Hispanic		62.6	64.8	61.2	66.7	72.4	78.5	84.0	86.2	
Texas	4									
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	83.8	
Gap		***-27.4***	***-25.5***	***-23.8***	***-20.7***	***-14.7***	***-15.1***	***-12.3***	***-12.0***	***-15.4***
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	95.8	
Gap		***-19.2***	***-16.3***	***-16.5***	***-14.7***	***-9.7***	***-9.9***	***-9.3***	***-8.5***	***-10.7***
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	87.3	
Fort Worth	8									
African American		56.4	55.7	53.8	64.4	62.8	71.8	72.0	79.6	
Gap		***-33.2***	***-30.6***	***-34.8***	***-26.8***	***-27.6***	***-21.4***	***-21.0***	***-14.5***	***-18.7***
White		89.6	86.3	88.6	91.2	90.4	93.2	93.0	94.1	
Gap		***-30.0***	***-28.0***	***-34.4***	***-28.1***	***-20.5***	***-17.2***	***-14.6***	***-10.8***	***-19.2***
Hispanic		59.6	58.3	54.2	63.1	69.9	76.0	78.4	83.3	
Texas	8									
African American		60.9	59.7	63.5	74.0	76.2	81.8	83.6	88.0	
Gap		***-27.8***	***-27.4***	***-26.2***	***-19.0***	***-18.0***	***-12.2***	***-11.5***	***-8.4***	***-19.4***
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	96.4	
Gap		***-24.6***	***-24.4***	***-23.9***	***-18.8***	***-18.4***	***-12.1***	***-11.1***	***-9.0***	***-15.6***
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	87.4	
Fort Worth	10									
African American		58.7	55.2	64.7	73.1	70.1	77.8	82.1	79.8	
Gap		***-31.4***	***-33.5***	***-27.8***	***-21.5***	***-25.0***	***-15.2***	***-12.4***	***-15.2***	***-16.2***
White		90.1	88.7	92.5	94.6	95.1	93.0	94.5	95.0	
Gap		***-30.4***	***-32.6***	***-33.3***	***-28.8***	***-26.3***	***-20.3***	***-20.5***	***-17.2***	***-13.2***
Hispanic		59.7	56.1	59.2	65.8	68.8	72.7	74.0	77.8	
Texas	10									
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	84.1	
Gap		***-26.2***	***-27.7***	***-20.4***	***-15.5***	***-13.9***	***-12.4***	***-10.2***	***-11.9***	***-14.3***
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	96.0	
Gap		***-25.6***	***-25.4***	***-22.0***	***-18.7***	***-15.4***	***-15.0***	***-13.0***	***-12.5***	***-13.1***
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	83.5	

Fort Worth
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Fort Worth	4									
African American		34.8	38.1	48.4	58.4	65.3	70.7	69.3	77.6	
Gap		***-31.7***	***-39.4***	***-31.6***	***-29.4***	***-20.7***	***-21.3***	***-24.1***	***-18.5***	***-13.2***
White		66.5	77.5	80.0	87.8	86.0	92.0	93.4	96.1	
Gap		***-22.6***	***-27.1***	***-20.9***	***-18.3***	***-17.1***	***-14.2***	***-13.0***	***-8.6***	***-14.0***
Hispanic		43.9	50.4	59.1	69.5	68.9	77.8	80.4	87.5	
Texas	4									
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	83.0	
Gap		***-32.4***	***-32.1***	***-26.1***	***-23.9***	***-18.8***	***-19.0***	***-17.7***	***-12.7***	***-19.7***
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	95.7	
Gap		***-21.6***	***-20.1***	***-15.1***	***-13.1***	***-9.7***	***-8.5***	***-10.3***	***-6.7***	***-14.9***
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	89.0	
Fort Worth	8									
African American		31.2	26.0	38.1	43.4	53.5	62.3	72.5	77.4	
Gap		***-44.6***	***-45.6***	***-41.8***	***-39.3***	***-33.4***	***-29.9***	***-21.1***	***-18.0***	***-26.6***
White		75.8	71.6	79.9	82.7	86.9	92.2	93.6	95.4	
Gap		***-34.8***	***-38.0***	***-37.6***	***-30.8***	***-24.6***	***-20.1***	***-11.8***	***-8.2***	***-26.6***
Hispanic		41.0	33.6	42.3	51.9	62.3	72.1	81.8	87.2	
Texas	8									
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	85.6	
Gap		***-39.6***	***-41.4***	***-35.2***	***-29.1***	***-20.6***	***-18.2***	***-13.4***	***-11.1***	***-28.5***
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	96.7	
Gap		***-31.6***	***-34.9***	***-27.2***	***-22.7***	***-16.4***	***-12.4***	***-9.1***	***-7.5***	***-24.1***
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	89.2	
Fort Worth	10									
African American		27.2	31.0	39.5	43.6	51.0	61.9	66.1	70.4	
Gap		***-45.0***	***-43.8***	***-39.1***	***-40.1***	***-34.8***	***-25.1***	***-23.8***	***-21.3***	***-23.7***
White		72.2	74.8	78.6	83.7	85.8	87.0	89.9	91.7	
Gap		***-37.1***	***-35.5***	***-32.9***	***-37.1***	***-25.4***	***-20.3***	***-18.8***	***-15.4***	***-21.7***
Hispanic		35.1	39.3	45.7	46.6	60.4	66.7	71.1	76.3	
Texas	10									
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	80.2	
Gap		***-37.3***	***-37.6***	***-33.9***	***-30.9***	***-26.7***	***-22.4***	***-18.2***	***-14.6***	***-22.7***
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	94.8	
Gap		***-29.3***	***-31.2***	***-25.9***	***-25.7***	***-20.5***	***-16.1***	***-12.4***	***-10.7***	***-18.6***
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	84.1	

DISTRICT FRESNO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	**First Year Reported**	1998
Grades Tested	3-11	**How Reported**	Percent At/Above 50th Percentile

DEMOGRAPHICS [1]	FRESNO		CALIFORNIA	
	1995-96	1999-00	1995-96	1999-00
Number of Students	77,880	78,766	5,536,406	6,038,589
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.4	NA	46.5
Percent of Students with IEPs	11.4	11.7	10.5	10.7
Percent English Language Learners	NA	32.3	NA	23.9
Percent African American	10.9	11.3	8.8	8.6
Percent Hispanic	41.8	47.9	38.7	42.4
Percent White	23.9	21.0	40.4	37.0
Percent Other	23.4	19.7	12.1	12.0
Number of FTE Teachers	3,295	3,847	230,849	287,344
Student-Teacher Ratio	23.6	20.5	24.0	21.0
Number of Schools	89	95	7,876	8,578
Current Expenditures Per Pupil [2]	$4,826	$5,398	$4,937	$5,644

Fresno as a Percentage of California's Public Schools	1995-96	1999-00
Percent of Students	1.4	1.3
Percent of FRPL	NA	1.7
Percent of IEPs	1.5	1.4
Percent of ELLs	NA	1.8
Percent of Schools	1.1	1.1
Percent of Teachers	1.4	1.3
Percent of State Revenue [3]	1.6	1.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Fresno
SAT/9
Percent Scoring At or Above 50th National Percentile Rank

Reading	Grade	1998	1999	2000	2001	Annualized Change
Fresno	3	24	23	25	26	0.7
California	3	38	41	44	46	2.7
Fresno	4	23	24	27	26	1.0
California	4	40	41	45	47	2.3
Fresno	5	24	26	25	26	0.7
California	5	41	42	44	45	1.3
Fresno	6	29	30	31	30	0.3
California	6	42	44	46	47	1.7
Fresno	7	29	29	29	30	0.3
California	7	44	44	46	48	1.3
Fresno	8	33	35	34	33	0.0
California	8	46	47	49	50	1.3
Fresno	9	22	21	23	21	-0.3
California	9	34	34	35	35	0.3
Fresno	10	22	24	22	23	0.3
California	10	32	33	34	34	0.7
Fresno	11	30	29	30	26	-1.3
California	11	36	35	36	37	0.3

Math	Grade	1998	1999	2000	2001	Annualized Change
Fresno	3	28	33	37	40	4.0
California	3	40	48	56	59	6.3
Fresno	4	27	28	32	34	2.3
California	4	39	44	51	54	5.0
Fresno	5	27	28	32	34	2.3
California	5	41	45	50	54	4.3
Fresno	6	36	38	41	45	3.0
California	6	46	50	55	57	3.7
Fresno	7	29	33	33	32	1.0
California	7	42	45	48	50	2.7
Fresno	8	29	34	35	34	1.7
California	8	42	45	48	49	2.3
Fresno	9	33	37	39	39	2.0
California	9	47	48	51	51	1.3
Fresno	10	32	37	34	35	1.0
California	10	41	44	46	45	1.3
Fresno	11	40	44	43	39	-0.3
California	11	43	45	47	46	1.0

Fresno
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Fresno	4					
African American		15	19	21	21	
Gap		***-35***	***-33***	***-37***	***-30***	***-5***
White		50	52	58	51	
Gap		***-33***	***-35***	***-38***	***-31***	***-2***
Hispanic		17	17	20	20	
California	4					
African American		24	27	30	33	
Gap		***-37***	***-37***	***-38***	***-37***	***0***
White		61	64	68	70	
Gap		***-43***	***-43***	***-44***	***-43***	***0***
Hispanic		18	21	24	27	
Fresno	8					
African American		23	28	30	28	
Gap		***-40***	***-39***	***-35***	***-34***	***-6***
White		63	67	65	62	
Gap		***-37***	***-40***	***-38***	***-37***	***0***
Hispanic		26	27	27	25	
California	8					
African American		31	31	34	35	
Gap		***-36***	***-37***	***-36***	***-36***	***0***
White		67	68	70	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-1***
Hispanic		25	26	28	30	
Fresno	10					
African American		12	15	12	14	
Gap		***-35***	***-35***	***-37***	***-38***	***3***
White		47	50	49	52	
Gap		***-33***	***-34***	***-35***	***-38***	***5***
Hispanic		14	16	14	14	
California	10					
African American		18	17	18	19	
Gap		***-32***	***-33***	***-33***	***-33***	***1***
White		50	50	51	52	
Gap		***-36***	***-35***	***-36***	***-36***	***0***
Hispanic		14	15	15	16	

Fresno
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Fresno	4					
African American		17	17	24	23	
Gap		***-35***	***-33***	***-32***	***-32***	***-3***
White		52	50	56	55	
Gap		***-32***	***-29***	***-31***	***-28***	***-4***
Hispanic		20	21	25	27	
California	4					
African American		21	25	32	36	
Gap		***-36***	***-36***	***-37***	***-36***	***0***
White		57	61	69	72	
Gap		***-36***	***-35***	***-35***	***-33***	***-3***
Hispanic		21	26	34	39	
Fresno	8					
African American		15	21	22	21	
Gap		***-39***	***-35***	***-38***	***-35***	***-4***
White		54	56	60	56	
Gap		***-35***	***-34***	***-37***	***-33***	***-2***
Hispanic		19	22	23	23	
California	8					
African American		21	23	26	27	
Gap		***-39***	***-40***	***-40***	***-40***	***1***
White		60	63	66	67	
Gap		***-39***	***-38***	***-38***	***-37***	***-2***
Hispanic		21	25	28	30	
Fresno	10					
African American		17	20	21	18	
Gap		***-36***	***-40***	***-34***	***-38***	***2***
White		53	60	55	56	
Gap		***-32***	***-35***	***-31***	***-31***	***-1***
Hispanic		21	25	24	25	
California	10					
African American		21	22	24	23	
Gap		***-35***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	
Gap		***-34***	***-33***	***-33***	***-32***	***-2***
Hispanic		22	25	27	27	

DISTRICT	GREENSBORO (GUILFORD COUNTY)
STATE	NORTH CAROLINA

STATE READING AND MATH ASSESSMENTS

State Assessment	**North Carolina End-of-Grade Tests**	**First Year Reported**	**1998**
Grades Tested	**3-8**	**How Reported**	**Percent At/Above Grade Level**

DEMOGRAPHICS [1]	**GREENSBORO**		**NORTH CAROLINA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	57,211	62,486	1,156,885*	1,275,925
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	38.3	NA	39.0
Percent of Students with IEPs	12.5	14.4	12.6	13.5
Percent English Language Learners	NA	3.6	NA	2.9
Percent African American	38.2	41.3	30.7	31.3
Percent Hispanic	1.3	2.6	1.9	3.7
Percent White	57.2	51.5	64.6	61.8
Percent Other	3.4	4.5	2.8	3.3
Number of FTE Teachers	3,574	3,929	73,201	81,914
Student-Teacher Ratio	16.0	15.9	15.8	15.6
Number of Schools	93	96	1,985	2,165
Current Expenditures Per Pupil [2]	**$5,226**	**$5,805**	**$4,719**	**$5,257**

Greensboro as a Percentage of North Carolina's Public Schools	**1995-96**	**1999-00**
Percent of Students	4.9	4.9
Percent of FRPL	NA	4.8
Percent of IEPs	4.8	5.2
Percent of ELLs	NA	6.1
Percent of Schools	4.7	4.4
Percent of Teachers	4.9	4.8
Percent of State Revenue [3]	4.8	4.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Greensboro
NC End-of-Grade Test
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	Annualized Change
Reading						
Greensboro	3	69.6	70.8	71.8	73.5	1.3
North Carolina	3	71.6	73.6	74.4	76.4	1.6
Greensboro	4	71.1	68.6	70.3	71.8	0.2
North Carolina	4	70.9	71.4	72.1	74.6	1.2
Greensboro	5	75.1	75.8	77.4	81.5	2.1
North Carolina	5	75.2	75.8	79.1	82.7	2.5
Greensboro	6	72.3	72.6	70.3	69.7	-0.9
North Carolina	6	70.0	72.4	69.5	70.6	0.2
Greensboro	7	73.7	77.8	74.8	74.2	0.2
North Carolina	7	71.2	76.6	75.1	75.3	1.4
Greensboro	8	80.4	80.3	83.4	81.5	0.4
North Carolina	8	79.5	79.9	82.4	83.3	1.3
Math						
Greensboro	3	66.1	66.3	68.2	69.9	1.3
North Carolina	3	68.2	70.0	71.8	73.6	1.8
Greensboro	4	78.3	78.9	82.8	85.1	2.3
North Carolina	4	79.3	82.6	84.5	86.8	2.5
Greensboro	5	76.5	80.2	79.8	87.1	3.5
North Carolina	5	78.0	82.4	82.9	86.7	2.9
Greensboro	6	76.6	77.1	80.1	79.0	0.8
North Carolina	6	78.3	78.4	80.9	82.9	1.5
Greensboro	7	74.6	80.3	76.1	77.8	1.1
North Carolina	7	76.9	82.4	80.7	81.2	1.4
Greensboro	8	73.0	74.0	77.8	75.5	0.8
North Carolina	8	76.3	77.6	80.5	79.5	1.1

Greensboro
NC End-of-Grade Test-Reading
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	Change in Gap
Greensboro	4					
African American		53.4	50.8	52.5	56.2	
Gap		***-30.5***	***-31.6***	***-33.0***	***-30.7***	***0.2***
White		83.9	82.4	85.5	86.9	
Gap		***-15.5***	***-21.9***	***-28.6***	***-23.3***	***7.8***
Hispanic		68.4	60.5	56.9	63.6	
North Carolina	4					
African American		52.3	53.0	53.6	57.3	
Gap		***-27.9***	***-27.8***	***-28.0***	***-26.5***	***-1.4***
White		80.2	80.8	81.6	83.8	
Gap		***-23.0***	***-22.5***	***-22.0***	***-19.7***	***-3.3***
Hispanic		57.2	58.3	59.6	64.1	
Greensboro	8					
African American		66.9	66.3	71.5	73.3	
Gap		***-22.4***	***-23.9***	***-20.3***	***-18.9***	***-3.5***
White		89.3	90.2	91.8	92.2	
Gap		***-20.1***	***-21.9***	***-22.8***	***-24.3***	***4.2***
Hispanic		69.2	68.3	69.0	67.9	
North Carolina	8					
African American		63.8	64.1	68.3	69.2	
Gap		***-23.1***	***-23.4***	***-21.0***	***-21.2***	***-1.9***
White		86.9	87.5	89.3	90.4	
Gap		***-22.2***	***-21.4***	***-19.6***	***-18.9***	***-3.3***
Hispanic		64.7	66.1	69.7	71.5	

Greensboro
NC End-of-Grade Test-Math
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	Change in Gap
Greensboro	4					
African American		64.0	64.7	70.9	73.9	
Gap		***-24.2***	***-24.5***	***-21.1***	***-20.7***	***-3.5***
White		88.2	89.2	92.0	94.6	
Gap		***-16.8***	***-15.1***	***-13.1***	***-3.2***	***-13.6***
Hispanic		71.4	74.1	78.9	91.4	
North Carolina	4					
African American		62.7	68.2	70.7	74.8	
Gap		***-24.5***	***-21.4***	***-20.4***	***-18.2***	***-6.3***
White		87.2	89.6	91.1	93.0	
Gap		***-16.8***	***-12.7***	***-11.2***	***-10.3***	***-6.5***
Hispanic		70.4	76.9	79.9	82.7	
Greensboro	8					
African American		55.0	55.0	60.5	58.1	
Gap		***-29.4***	***-31.4***	***-28.7***	***-30.0***	***0.6***
White		84.4	86.4	89.2	88.1	
Gap		***-10.8***	***-13.1***	***-21.4***	***-15.5***	***4.7***
Hispanic		73.6	73.3	67.8	72.6	
North Carolina	8					
African American		57.1	59.0	63.9	63.3	
Gap		***-27.8***	***-27.1***	***-24.4***	***-23.9***	***-3.9***
White		84.9	86.1	88.3	87.2	
Gap		***-19.0***	***-20.1***	***-18.0***	***-18.8***	***-0.2***
Hispanic		65.9	66.0	70.3	68.4	

DISTRICT HILLSBOROUGH COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Florida Comprehensive Achievement Test (FCAT)**	**First Year Reported**	**1999**
Grades Tested	**4, 5, 8, &10**	**How Reported**	**Percent Meeting Standard**

DEMOGRAPHICS [1]	**HILLSBOROUGH COUNTY**		**FLORIDA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	143,193	159,517	2,176,222	2,381,396
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	47.8	NA	44.3
Percent of Students with IEPs	12.9	14.0	13.4	14.9
Percent English Language Learners	NA	10.2	NA	7.0
Percent African American	24.0	24.2	25.3	25.4
Percent Hispanic	16.8	20.3	15.3	18.2
Percent White	57.0	53.1	57.5	54.3
Percent Other	2.2	2.5	2.0	2.2
Number of FTE Teachers	8,492	9,610	114,938	130,336
Student-Teacher Ratio	16.9	16.6	18.9	18.3
Number of Schools	172	203	2,760	3,209
Current Expenditures Per Pupil [2]	$5,217	$5,484	$5,275	$5,552

Hillsborough as a Percentage of Florida's Public Schools	**1995-96**	**1999-00**
Percent of Students	6.6	6.7
Percent of FRPL	NA	7.2
Percent of IEPs	6.3	6.3
Percent of ELLs	NA	9.8
Percent of Schools	6.2	6.3
Percent of Teachers	7.4	7.4
Percent of State Revenue [3]	7.6	8.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Hillsborough County
Florida Comprehensive Assessment Test (FCAT) [4]
Percent Scoring Level 3 & Above

	Grade	1999	2000	2001	Annualized Change
Reading					
Hillsborough	4	49	53	54	2.5
Florida	4	48	52	53	2.5
Hillsborough	8	45	41	47	1.0
Florida	8	44	39	43	-0.5
Hillsborough	10	34	33	42	4.0
Florida	10	30	29	37	3.5
Math					
Hillsborough	5	39	50	50	5.5
Florida	5	35	46	48	6.5
Hillsborough	8	49	57	61	6.0
Florida	8	44	51	55	5.5
Hillsborough	10	57	59	67	5.0
Florida	10	47	51	59	6.0

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[4] The data presented for FCAT represent All Curriculum Students. All Curriculum Students are all students who took the assessment including exceptional Education students and ESOL with less than two years in the program.

Hillsborough County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	Change in Gap
Hillsborough	4					
African American		22	26	34	31	
Gap		***-42***	***-41***	***-40***	***-35***	***-7***
White		64	67	74	66	
Gap		***-27***	***-27***	***-25***	***-23***	***-4***
Hispanic		37	40	49	43	
Florida	4					
African American		23	26	32	31	
Gap		***-42***	***-41***	***-39***	***-35***	***-7***
White		65	67	71	66	
Gap		***-27***	***-26***	***-23***	***-23***	***-4***
Hispanic		38	41	48	43	
Hillsborough	8					
African American		20	26	22	24	
Gap		***-33***	***-37***	***-38***	***-36***	***3***
White		53	63	60	60	
Gap		***-23***	***-27***	***-30***	***-26***	***3***
Hispanic		30	36	30	34	
Florida	8					
African American		21	24	20	21	
Gap		***-34***	***-37***	***-38***	***-35***	***1***
White		55	61	58	56	
Gap		***-22***	***-24***	***-23***	***-25***	***3***
Hispanic		33	37	35	31	
Hillsborough	10					
African American		13	15	15	18	
Gap		***-24***	***-31***	***-30***	***-35***	***11***
White		37	46	45	53	
Gap		***-19***	***-21***	***-18***	***-23***	***4***
Hispanic		18	25	27	30	
Florida	10					
African American		12	13	13	15	
Gap		***-26***	***-29***	***-27***	***-34***	***8***
White		38	42	40	49	
Gap		***-18***	***-19***	***-18***	***-24***	***6***
Hispanic		20	23	22	25	

Hillsborough County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	Change in Gap
Hillsborough	5					
African American		12	17	29	24	
Gap		***-36***	***-41***	***-40***	***-40***	***4***
White		48	58	69	64	
Gap		***-25***	***-25***	***-21***	***-23***	***-2***
Hispanic		23	33	48	41	
Florida	5					
African American		10	15	26	25	
Gap		***-34***	***-36***	***-37***	***-34***	***0***
White		44	51	63	59	
Gap		***-22***	***-22***	***-19***	***-19***	***-3***
Hispanic		22	29	44	40	
Hillsborough	8					
African American		18	27	38	38	
Gap		***-38***	***-40***	***-39***	***-35***	***-3***
White		56	67	77	73	
Gap		***-24***	***-26***	***-26***	***-21***	***-3***
Hispanic		32	41	51	52	
Florida	8					
African American		19	21	30	30	
Gap		***-40***	***-43***	***-41***	***-38***	***-2***
White		59	64	71	68	
Gap		***-25***	***-26***	***-24***	***-24***	***-1***
Hispanic		34	38	47	44	
Hillsborough	10					
African American		17	31	31	41	
Gap		***-42***	***-40***	***-44***	***-37***	***-5***
White		59	71	75	78	
Gap		***-25***	***-23***	***-22***	***-20***	***-5***
Hispanic		34	48	53	58	
Florida	10					
African American		15	22	26	32	
Gap		***-39***	***-41***	***-44***	***-40***	***1***
White		54	63	70	72	
Gap		***-24***	***-25***	***-26***	***-24***	***0***
Hispanic		30	38	44	48	

DISTRICT	HOUSTON
STATE	TEXAS

STATE READING AND MATH ASSESSMENTS

State Assessment	**Texas Assessment of Academic Skills (TAAS)**	**First Year Reported**	**1994**
Grades Tested	**3-8 & 10**	**How Reported**	**Percent Passing**

DEMOGRAPHICS [1]	**HOUSTON**		**TEXAS**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	206,704	209,716	3,740,260*	3,991,783
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	65.7	NA	44.7
Percent of Students with IEPs	9.9*	10.4	11.5*	12.1
Percent English Language Learners	27.2*	26.5	12.8*	13.9
Percent African American	34.9	33.0	14.3	14.4
Percent Hispanic	50.8	54.1	36.7	39.6
Percent White	11.3	10.0	46.4	43.1
Percent Other	2.8	3.0	2.6	2.9
Number of FTE Teachers	11,935	11,638	240,371	267,935
Student-Teacher Ratio	17.3	18.0	15.6	14.9
Number of Schools	258*	288*	6,638	7,395
Current Expenditures Per Pupil [2]	$4,987	$5,340	$5,016	$5,444

Houston as a Percentage of Texas' Public Schools	**1995-96**	**1999-00**
Percent of Students	5.5	5.3
Percent of FRPL	NA	7.7
Percent of IEPs	4.8	4.5
Percent of ELLs	1.7	10.0
Percent of Schools	3.9	3.9
Percent of Teachers	5.0	4.3
Percent of State Revenue [3]	3.4	3.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Houston
Texas Assessment of Academic Skills (TAAS)[4]
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Annualized Change
Reading										
Houston	3	72.4	75.0	77.6	79.4	85.4	78.8	84.2	83.5	1.6
Texas	3	77.9	79.5	80.5	81.5	83.7	88.0	87.9	86.8	1.3
Houston	4	71.2	74.4	78.1	82.0	89.7	81.2	89.4	89.1	2.6
Texas	4	75.5	80.1	78.3	82.5	86.7	88.8	89.9	90.8	2.2
Houston	5	71.2	76.3	82.9	84.6	88.9	76.9	83.8	90.3	2.7
Texas	5	77.5	79.3	83.0	84.8	85.0	86.4	87.8	90.2	1.8
Houston	6	59.4	68.5	65.5	73.9	75.2	71.3	74.5	76.1	2.4
Texas	6	74.1	78.9	78.4	84.6	82.3	84.9	86.0	85.6	1.6
Houston	7	59.1	65.3	72.5	74.9	75.3	72.2	72.9	81.9	3.3
Texas	7	75.9	78.7	82.6	84.5	82.2	83.6	83.5	89.4	1.9
Houston	8	61.4	61.8	64.7	75.0	76.1	79.1	84.3	88.8	3.9
Texas	8	77.2	75.5	78.3	83.9	81.8	88.2	89.6	91.9	2.1
Houston	10	65.7	63.9	71.1	79.7	81.5	82.8	85.9	85.6	2.8
Texas	10	77.7	76.4	81.9	86.1	86.0	88.8	90.3	90.0	1.8
Math										
Houston	3	56.9	64.7	74.7	76.1	77.5	66.9	71.8	75.8	2.7
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	83.1	2.9
Houston	4	52.6	61.9	78.0	77.7	84.2	75.4	82.7	88.8	5.2
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	91.3	4.6
Houston	5	57.0	65.7	76.9	84.1	88.8	81.7	88.9	94.9	5.4
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	94.6	4.6
Houston	6	46.9	47.8	65.7	70.0	76.0	72.1	77.2	83.7	5.3
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	91.4	4.3
Houston	7	42.7	41.7	56.1	67.1	72.0	71.9	78.5	83.1	5.8
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	89.6	4.3
Houston	8	40.6	35.7	53.3	63.1	72.7	75.1	83.1	88.0	6.8
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	92.4	4.8
Houston	10	47.6	45.1	53.3	60.7	69.6	76.0	82.3	85.3	5.4
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	89.3	4.4

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[4] Texas reported TAAS results for only non-Special Education students from 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education students, as well as those who take the Spanish language version of the TAAS.

Houston
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Houston	4									
African American		64.5	67.3	73.9	77.1	86.6	77.1	86.5	86.4	
Gap		***-25.4***	***-25.6***	***-17.8***	***-17.8***	***-11.2***	***-18.6***	***-10.1***	***-10.9***	***-14.5***
White		89.9	92.9	91.7	94.9	97.8	95.7	96.6	97.3	
Gap		***-20.9***	***-20.0***	***-16.3***	***-13.4***	***-8.2***	***-16.5***	***-7.5***	***-8.8***	***-12.1***
Hispanic		69.0	72.9	75.4	81.5	89.6	79.2	89.1	88.5	
Texas	4									
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	83.8	
Gap		***-27.4***	***-25.5***	***-23.8***	***-20.7***	***-14.7***	***-15.1***	***-12.3***	***-12.0***	***-15.4***
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	95.8	
Gap		***-19.2***	***-16.3***	***-16.5***	***-14.7***	***-9.7***	***-9.9***	***-9.3***	***-8.5***	***-10.7***
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	87.3	
Houston	8									
African American		57.1	59.8	65.0	75.0	76.9	79.7	85.9	89.5	
Gap		***-32.2***	***-32.3***	***-29.2***	***-20.6***	***-19.4***	***-15.7***	***-11.2***	***-9.0***	***-23.2***
White		89.3	92.1	94.2	95.6	96.3	95.4	97.1	98.5	
Gap		***-34.6***	***-37.8***	***-37.0***	***-26.3***	***-25.8***	***-20.7***	***-17.0***	***-12.3***	***-22.3***
Hispanic		54.7	54.3	57.2	69.3	70.5	74.7	80.1	86.2	
Texas	8									
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	88.0	
Gap		***-27.8***	***-27.4***	***-26.2***	***-19.0***	***-18.0***	***-12.2***	***-11.5***	***-8.4***	***-19.4***
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	96.4	
Gap		***-24.6***	***-24.4***	***-23.9***	***-18.8***	***-18.4***	***-12.1***	***-11.1***	***-9.0***	***-15.6***
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	87.4	
Houston	10									
African American		63.4	61.2	71.8	83.5	84.9	86.4	88.6	86.2	
Gap		***-28.0***	***-31.9***	***-21.8***	***-12.2***	***-12.2***	***-10.7***	***-9.2***	***-11.5***	***-16.5***
White		91.4	93.1	93.6	95.7	97.1	97.1	97.8	97.7	
Gap		***-34.2***	***-39.0***	***-31.2***	***-24.1***	***-22.1***	***-21.0***	***-18.3***	***-17.0***	***-17.2***
Hispanic		57.2	54.1	62.4	71.6	75.0	76.1	79.5	80.7	
Texas	10									
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	84.1	
Gap		***-26.2***	***-27.7***	***-20.4***	***-15.5***	***-13.9***	***-12.4***	***-10.2***	***-11.9***	***-14.3***
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	96.0	
Gap		***-25.6***	***-25.4***	***-22.0***	***-18.7***	***-15.4***	***-15.0***	***-13.0***	***-12.5***	***-13.1***
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	83.5	

Houston
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Change in Gap
Houston	4									
African American		42.2	51.2	71.3	69.5	77.9	66.8	75.1	84.9	
Gap		***-35.5***	***-35.2***	***-20.1***	***-25.2***	***-17.8***	***-26.0***	***-20.1***	***-11.2***	***-24.3***
White		77.7	86.4	91.4	94.7	95.7	92.8	95.2	96.1	
Gap		***-27.6***	***-24.2***	***-13.1***	***-15.6***	***-9.7***	***-16.0***	***-10.3***	***-6.7***	***-20.9***
Hispanic		50.1	62.2	78.3	79.1	86.0	76.8	84.9	89.4	
Texas	4									
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	83.0	
Gap		***-32.4***	***-32.1***	***-26.1***	***-23.9***	***-18.8***	***-19.0***	***-17.7***	***-12.7***	***-19.7***
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	95.7	
Gap		***-21.6***	***-20.1***	***-15.1***	***-13.1***	***-9.7***	***-8.5***	***-10.3***	***-6.7***	***-14.9***
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	89.0	
Houston	8									
African American		30.2	28.4	47.0	58.8	68.3	69.3	79.8	85.5	
Gap		***-47.9***	***-50.2***	***-39.9***	***-32.2***	***-24.3***	***-24.0***	***-15.3***	***-11.8***	***-36.1***
White		78.1	78.6	86.9	91	92.6	93.3	95.1	97.3	
Gap		***-43.3***	***-51.1***	***-39.5***	***-33.4***	***-22.6***	***-19.6***	***-13.2***	***-10.0***	***-33.3***
Hispanic		34.8	27.5	47.4	57.6	70.0	73.7	81.9	87.3	
Texas	8									
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	85.6	
Gap		***-39.6***	***-41.4***	***-35.2***	***-29.1***	***-20.6***	***-18.2***	***-13.4***	***-11.1***	***-28.5***
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	96.7	
Gap		***-31.6***	***-34.9***	***-27.2***	***-22.7***	***-16.4***	***-12.4***	***-9.1***	***-7.5***	***-24.1***
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	89.2	
Houston	10									
African American		39.8	37.2	46.8	57.8	67.3	73.3	77.7	82.8	
Gap		***-37.4***	***-42.3***	***-36.5***	***-31.3***	***-23.6***	***-19.4***	***-17.5***	***-13.9***	***-23.5***
White		77.2	79.5	83.3	89.1	90.9	92.7	95.2	96.7	
Gap		***-37.5***	***-44.3***	***-37.2***	***-37.5***	***-27.3***	***-21.0***	***-15.3***	***-14.6***	***-22.9***
Hispanic		39.7	35.2	46.1	51.6	63.6	71.7	79.9	82.1	
Texas	10									
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	80.2	
Gap		***-37.3***	***-37.6***	***-33.9***	***-30.9***	***-26.7***	***-22.4***	***-18.2***	***-14.6***	***-22.7***
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	94.8	
Gap		***-29.3***	***-31.2***	***-25.9***	***-25.7***	***-20.5***	***-16.1***	***-12.4***	***-10.7***	***-18.6***
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	84.1	

DISTRICT INDIANAPOLIS
STATE INDIANA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Indiana Statewide Testing for Educational Progress**	**First Year Reported**	**1997**
Grades Tested	**3,6,8 & 10**	**How Reported**	**Percent Meeting Standard**

DEMOGRAPHICS [1]	**INDIANAPOLIS**		**INDIANA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	44,896	41,359	977,263	988,702
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	71.2	NA	27.7
Percent of Students with IEPs	17.4	20.3	14.0	15.2
Percent English Language Learners	NA	2.3	NA	NA
Percent African American	57.2	59.7	11.1	11.5
Percent Hispanic	1.4	3.7	2.3	3.1
Percent White	40.6	35.9	85.6	84.3
Percent Other	0.8	0.7	1.0	1.1
Number of FTE Teachers	2,796	2,656	55,281	58,864
Student-Teacher Ratio	16.1	15.6	17.5	16.8
Number of Schools	95	86	1,924	1,960
Current Expenditures Per Pupil[2]	$6,252	$8,056	$5,621	$6,318

Indianapolis as a Percentage of Indiana's Public Schools	**1995-96**	**1999-00**
Percent of Students	4.6	4.2
Percent of FRPL	NA	10.8
Percent of IEPs	5.7	5.6
Percent of ELLs	NA	NA
Percent of Schools	4.9	4.6
Percent of Teachers	5.0	4.4
Percent of State Revenue [3]	6.0	5.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Indianapolis
Indiana Statewide Testing for Educational Progress (ISTEP) CRT [4]
Percent At/Above Academic Standard

	Grade	1997	1998	1999	2000	2001	Annualized Change
English/Language Arts							
Indianapolis	3	45.0	45.0	51.0	44.0	50.0	1.3
Indiana	3	68.0	68.0	68.0	63.0	66.0	-0.5
Indianapolis	6	28.0	28.0	29.0	21.0	22.0	-1.5
Indiana	6	61.0	59.0	56.0	52.0	52.0	-2.3
Indianapolis	8	38.0	38.0	39.0	38.0	43.0	1.3
Indiana	8	73.0	70.0	68.0	68.0	68.0	-1.3
Indianapolis	10	42.0	44.0	39.0	37.0	33.0	-2.3
Indiana	10	70.0	72.0	70.0	69.0	68.0	-0.5
Math							
Indianapolis	3	45.0	42.0	56.0	55.0	59.0	3.5
Indiana	3	70.0	70.0	73.0	70.0	70.0	0.0
Indianapolis	6	25.0	27.0	33.0	30.0	29.0	1.0
Indiana	6	59.0	59.0	61.0	62.0	61.0	0.5
Indianapolis	8	24.0	27.0	32.0	30.0	34.0	2.5
Indiana	8	65.0	63.0	63.0	64.0	66.0	0.3
Indianapolis	10	25.0	29.0	31.0	35.0	31.0	1.5
Indiana	10	58.0	59.0	63.0	67.0	65.0	1.8

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[4] The ISTEP is administered in the Fall.

DISTRICT JEFFERSON COUNTY (LOUISVILLE)
STATE KENTUCKY

STATE READING AND MATH ASSESSMENTS

State Assessment	**Commonwealth Accountability Testing System**	**First Year Reported**	**1997**
Grades Tested	**3-11**	**How Reported**	**National Percentile**

DEMOGRAPHICS [1]	**JEFFERSON COUNTY**		**KENTUCKY**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	93,447*	93,535*	659,821	648,180
Percent Free & Reduced Price Lunch Eligible (FRPL)	47.7*	50.2*	NA	46.2
Percent of Students with IEPs	NA	13.6*	NA	14.1
Percent English Language Learners	NA	NA	NA	NA
Percent African American	32.2*	34.2*	9.8	10.5
Percent Hispanic	0.6*	1.4*	0.4	0.8
Percent White	65.2	60.9*	89.1	88.1
Percent Other	1.9	2.3*	0.7	0.6
Number of FTE Teachers	5,709*	5,842*	39,120	41,954
Student-Teacher Ratio	18.1	19.0*	16.9	15.4
Number of Schools	150	165*	1,402	1,526
Current Expenditures Per Pupil [2]	**$5,565**	**$5,880**	**$4,807**	**$5,213**

Jefferson County as a Percentage of Kentucky's Public Schools	**1995-96**	**1999-00**
Percent of Students	14.1	14.4
Percent of FRPL	NA	15.7
Percent of IEPs	NA	13.9
Percent of ELLs	NA	NA
Percent of Schools	10.7	10.8
Percent of Teachers	14.6	13.9
Percent of State Revenue [3]	12.3	12.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Jefferson County
CTBS/5
National Percentiles[4]

	Grade	1997	1998	1999	2000	2001	Annualized Change in NCEs
Reading							
Jefferson	EP[5]	43	43	46	47	50	0.9
Kentucky	EP	49	50	51	55	58	1.2
Jefferson	6	45	46	45	46	45	0.0
Kentucky	6	53	53	52	53	54	0.1
Jefferson	9	51	52	48	49	50	-0.1
Kentucky	9	52	51	51	52	52	0.0
Math							
Jefferson	EP	43	41	46	47	51	1.1
Kentucky	EP	49	48	51	55	58	1.2
Jefferson	6	42	43	42	43	41	-0.1
Kentucky	6	49	49	49	50	51	0.3
Jefferson	9	44	44	43	43	44	0.0
Kentucky	9	44	45	46	47	48	0.5

Jefferson County
Kentucky Core Content Tests
Academic Index[6]

	Grade	1997	1998	1999	2000	2001	Annualized Change
Reading							
Jefferson	4	NA	NA	72.9	73.9	75.2	1.2
Kentucky	4	NA	NA	78.9	79.9	80.7	0.9
Jefferson	7	NA	NA	70.8	70.8	72.9	1.1
Kentucky	7	NA	NA	78.1	78.4	80.5	1.2
Jefferson	10	NA	NA	61.4	66.8	67.6	3.1
Kentucky	10	NA	NA	63.6	67.7	68.8	2.6
Math							
Jefferson	5	NA	NA	55.9	58.4	61.2	2.7
Kentucky	5	NA	NA	57.7	60.5	63.9	3.1
Jefferson	8	NA	NA	51.1	52.3	54.3	1.6
Kentucky	8	NA	NA	56.9	56.9	62.4	2.8
Jefferson	11	NA	NA	57.3	56.3	62.0	2.4
Kentucky	11	NA	NA	56.1	57.2	60.6	2.3

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[4] Annualized change indices are presented in Normal Curve Equivalents.

[5] EP refers to "Entering Primary". This grade level includes mostly 3rd grade students.

[6] The scale score on the Academic Index ranges from 0 to 140. A score of 100 is considered proficient.

DISTRICT LONG BEACH
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At/Above 50th Percentile**

DEMOGRAPHICS [1]	LONG BEACH		CALIFORNIA	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	80,520	91,465	5,536,406	6,038,589
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	69.0	NA	46.5
Percent of Students with IEPs	8.2	7.3	10.5	10.7
Percent English Language Learners	36.1*	36.0	NA	23.9
Percent African American	21.1	19.9	8.8	8.6
Percent Hispanic	37.4	43.8	38.7	42.4
Percent White	20.6	18.3	40.4	37.0
Percent Other	20.8	18.0	12.1	12.0
Number of FTE Teachers	3,249	4,079	230,849	287,344
Student-Teacher Ratio	24.8	22.4	24.0	21.0
Number of Schools	82	86	7,876	8,578
Current Expenditures Per Pupil [2]	$4,771	$5,262	$4,937	$5,644

Long Beach as a Percentage of California's Public Schools	1995-96	1999-00
Percent of Students	1.5	1.5
Percent of FRPL	NA	2.2
Percent of IEPs	1.1	1.0
Percent of ELLs	NA	2.3
Percent of Schools	1.0	1.0
Percent of Teachers	1.4	1.4
Percent of State Revenue [3]	1.5	1.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Long Beach
SAT/9
Percent Scoring At or Above 50th National Percentile Rank

Reading	Grade	1998	1999	2000	2001	Annualized Change
Long Beach	3	28	32	37	39	3.7
California	3	38	41	44	46	2.7
Long Beach	4	28	32	32	40	4.0
California	4	40	41	45	47	2.3
Long Beach	5	30	32	32	36	2.0
California	5	41	42	44	45	1.3
Long Beach	6	30	31	33	37	2.3
California	6	42	44	46	47	1.7
Long Beach	7	34	33	34	40	2.0
California	7	44	44	46	48	1.3
Long Beach	8	38	37	38	41	1.0
California	8	46	47	49	50	1.3
Long Beach	9	27	28	29	27	0.0
California	9	34	34	35	35	0.3
Long Beach	10	27	27	27	27	0.0
California	10	32	33	34	34	0.7
Long Beach	11	29	29	29	30	0.3
California	11	36	35	36	37	0.3

Math	Grade	1998	1999	2000	2001	Annualized Change
Long Beach	3	36	46	55	58	7.3
California	3	40	48	56	59	6.3
Long Beach	4	30	39	45	51	7.0
California	4	39	44	51	54	5.0
Long Beach	5	32	38	42	47	5.0
California	5	41	45	50	54	4.3
Long Beach	6	33	39	46	53	6.7
California	6	46	50	55	57	3.7
Long Beach	7	31	35	38	46	5.0
California	7	42	45	48	50	2.7
Long Beach	8	34	35	38	43	3.0
California	8	42	45	48	49	2.3
Long Beach	9	44	44	51	49	1.7
California	9	47	48	51	51	1.3
Long Beach	10	37	38	45	43	2.0
California	10	41	44	46	45	1.3
Long Beach	11	36	39	44	45	3.0
California	11	43	45	47	46	1.0

Long Beach
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Long Beach	4					
African American		21	27	24	30	
Gap		***-44***	***-39***	***-41***	***-45***	***1***
White		65	66	65	75	
Gap		***-51***	***-47***	***-45***	***-46***	***-5***
Hispanic		14	19	20	29	
California	4					
African American		24	27	30	33	
Gap		***-37***	***-37***	***-38***	***-37***	***0***
White		61	64	68	70	
Gap		***-43***	***-43***	***-44***	***-43***	***0***
Hispanic		18	21	24	27	
Long Beach	8					
African American		30	27	32	34	
Gap		***-41***	***-45***	***-40***	***-43***	***2***
White		71	72	72	77	
Gap		***-48***	***-48***	***-47***	***-49***	***1***
Hispanic		23	24	25	28	
California	8					
African American		31	31	34	35	
Gap		***-36***	***-37***	***-36***	***-36***	***0***
White		67	68	70	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-1***
Hispanic		25	26	28	30	
Long Beach	10					
African American		18	15	18	16	
Gap		***-37***	***-38***	***-35***	***-41***	***4***
White		55	53	53	57	
Gap		***-41***	***-38***	***-38***	***-41***	***0***
Hispanic		14	15	15	16	
California	10					
African American		18	17	18	19	
Gap		***-32***	***-33***	***-33***	***-33***	***1***
White		50	50	51	52	
Gap		***-36***	***-35***	***-36***	***-36***	***0***
Hispanic		14	15	15	16	

Long Beach
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Long Beach	4					
African American		18	27	30	36	
Gap		***-42***	***-37***	***-40***	***-40***	***-2***
White		60	64	70	76	
Gap		***-41***	***-36***	***-34***	***-32***	***-9***
Hispanic		19	28	36	44	
California	4					
African American		21	25	32	36	
Gap		***-36***	***-36***	***-37***	***-36***	***0***
White		57	61	69	72	
Gap		***-36***	***-35***	***-35***	***-33***	***-3***
Hispanic		21	26	34	39	
Long Beach	8					
African American		21	20	26	28	
Gap		***-39***	***-44***	***-40***	***-43***	***4***
White		60	64	66	71	
Gap		***-40***	***-42***	***-39***	***-39***	***-1***
Hispanic		20	22	27	32	
California	8					
African American		21	23	26	27	
Gap		***-39***	***-40***	***-40***	***-40***	***1***
White		60	63	66	67	
Gap		***-39***	***-38***	***-38***	***-37***	***-2***
Hispanic		21	25	28	30	
Long Beach	10					
African American		22	20	29	26	
Gap		***-40***	***-39***	***-38***	***-42***	***2***
White		62	59	67	68	
Gap		***-39***	***-34***	***-34***	***-35***	***-4***
Hispanic		23	25	33	33	
California	10					
African American		21	22	24	23	
Gap		***-35***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	
Gap		***-34***	***-33***	***-33***	***-32***	***-2***
Hispanic		22	25	27	27	

DISTRICT LOS ANGELES
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At/Above 50th Percentile**

DEMOGRAPHICS [1]	**LOS ANGELES**		**CALIFORNIA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	647,612	710,007	5,536,406	6,038,589
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	73.3	NA	46.5
Percent of Students with IEPs	10.1	11.5	10.5	12.1
Percent English Language Learners	NA	44.1	NA	23.9
Percent African American	14.3	13.2	8.8	8.6
Percent Hispanic	67.3	69.9	38.7	42.4
Percent White	11.3	10.2	40.4	37.0
Percent Other	7.2	6.7	12.1	12.0
Number of FTE Teachers	26,438	33,754	230,849	287,344
Student-Teacher Ratio	24.5	21.0	24.0	21.0
Number of Schools	642	655	7,876	8,578
Current Expenditures Per Pupil [2]	$5,393	$6,010	$4,937	$5,644

Los Angeles as a Percentage of California's Public Schools	**1995-96**	**1999-00**
Percent of Students	11.7	11.8
Percent of FRPL	NA	18.5
Percent of IEPs	11.2	11.2
Percent of ELLs	NA	21.7
Percent of Schools	8.2	7.6
Percent of Teachers	11.5	11.7
Percent of State Revenue [3]	15.0	14.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Los Angeles
SAT/9
Percent Scoring At or Above 50th National Percentile Rank

Reading	Grade	1998	1999	2000	2001	Annualized Change
Los Angeles	3	21	21	25	31	3.3
California	3	38	41	44	46	2.7
Los Angeles	4	21	22	26	29	2.7
California	4	40	41	45	47	2.3
Los Angeles	5	23	24	26	29	2.0
California	5	41	42	44	45	1.3
Los Angeles	6	22	24	25	27	1.7
California	6	42	44	46	47	1.7
Los Angeles	7	24	25	27	28	1.3
California	7	44	44	46	48	1.3
Los Angeles	8	27	28	30	31	1.3
California	8	46	47	49	50	1.3
Los Angeles	9	19	18	20	19	0.0
California	9	34	34	35	35	0.3
Los Angeles	10	20	20	21	22	0.7
California	10	32	33	34	34	0.7
Los Angeles	11	25	25	26	27	0.7
California	11	36	35	36	37	0.3

Math	Grade	1998	1999	2000	2001	Annualized Change
Los Angeles	3	28	32	39	47	6.3
California	3	40	48	56	59	6.3
Los Angeles	4	25	28	34	38	4.3
California	4	39	44	51	54	5.0
Los Angeles	5	26	29	33	37	3.7
California	5	41	45	50	54	4.3
Los Angeles	6	26	30	32	35	3.0
California	6	46	50	55	57	3.7
Los Angeles	7	24	26	28	30	2.0
California	7	42	45	48	50	2.7
Los Angeles	8	24	26	27	28	1.3
California	8	42	45	48	49	2.3
Los Angeles	9	30	31	33	32	0.7
California	9	47	48	51	51	1.3
Los Angeles	10	28	30	31	31	1.0
California	10	41	44	46	45	1.3
Los Angeles	11	32	36	36	35	1.0
California	11	43	45	47	46	1.0

Los Angeles
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Los Angeles	4					
African American		19	21	26	29	
Gap		***-37***	***-40***	***-40***	***-39***	***2***
White		56	61	66	68	
Gap		***-44***	***-47***	***-48***	***-47***	***3***
Hispanic		12	14	18	21	
California	4					
African American		24	27	30	33	
Gap		***-37***	***-37***	***-38***	***-37***	***0***
White		61	64	68	70	
Gap		***-43***	***-43***	***-44***	***-43***	***0***
Hispanic		18	21	24	27	
Los Angeles	8					
African American		26	27	28	29	
Gap		***-36***	***-36***	***-37***	***-36***	***0***
White		62	63	65	65	
Gap		***-45***	***-44***	***-44***	***-43***	***-2***
Hispanic		17	19	21	22	
California	8					
African American		31	31	34	35	
Gap		***-36***	***-37***	***-36***	***-36***	***0***
White		67	68	70	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-1***
Hispanic		25	26	28	30	
Los Angeles	10					
African American		16	17	17	19	
Gap		***-34***	***-31***	***-33***	***-31***	***-3***
White		50	48	50	50	
Gap		***-38***	***-36***	***-37***	***-36***	***-2***
Hispanic		12	12	13	14	
California	10					
African American		18	17	18	19	
Gap		***-32***	***-33***	***-33***	***-33***	***1***
White		50	50	51	52	
Gap		***-36***	***-35***	***-36***	***-36***	***0***
Hispanic		14	15	15	16	

Los Angeles
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Los Angeles	4					
African American		18	20	26	29	
Gap		***-38***	***-42***	***-42***	***-41***	***3***
White		56	62	68	70	
Gap		***-38***	***-41***	***-41***	***-38***	***0***
Hispanic		18	21	27	32	
California	4					
African American		21	25	32	36	
Gap		***-36***	***-36***	***-37***	***-36***	***0***
White		57	61	69	72	
Gap		***-36***	***-35***	***-35***	***-33***	***-3***
Hispanic		21	26	34	39	
Los Angeles	8					
African American		16	18	19	19	
Gap		***-41***	***-41***	***-41***	***-43***	***2***
White		57	59	60	62	
Gap		***-43***	***-41***	***-41***	***-42***	***-1***
Hispanic		14	18	19	20	
California	8					
African American		21	23	26	27	
Gap		***-39***	***-40***	***-40***	***-40***	***1***
White		60	63	66	67	
Gap		***-39***	***-38***	***-38***	***-37***	***-2***
Hispanic		21	25	28	30	
Los Angeles	10					
African American		17	20	21	21	
Gap		***-41***	***-39***	***-38***	***-38***	***-3***
White		58	59	59	59	
Gap		***-38***	***-37***	***-36***	***-36***	***-2***
Hispanic		20	22	23	23	
California	10					
African American		21	22	24	23	
Gap		***-35***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	
Gap		***-34***	***-33***	***-33***	***-32***	***-2***
Hispanic		22	25	27	27	

DISTRICT MEMPHIS
STATE TENNESSEE

STATE READING AND MATH ASSESSMENTS

State Assessment	**Tennessee Comprehensive AssessmentProgram (TCAP)**	**First Year Reported**	**1998**
Grades Tested	**3-9**	**How Reported**	**National Percentiles**

DEMOGRAPHICS [1]	**MEMPHIS**		**TENNESSEE**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	109,286	112,819	875,670*	916,202
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	69.9*	40.2*	NA
Percent of Students with IEPs	12.5	11.2	19.4*	14.7
Percent English Language Learners	NA	1.7*	0.6*	NA
Percent African American	81.7	85.8	23.1	24.4
Percent Hispanic	0.5	1.5	0.7	1.5
Percent White	15.7	11.6	75.3	72.9
Percent Other	2.1	1.3	0.9	1.3
Number of FTE Teachers	5,699	6,721	49,627*	60,702
Student-Teacher Ratio	19.2	16.8	17.6	15.1
Number of Schools	163	164	1,563	1,613
Current Expenditures Per Pupil [2]	$4,787	$5,349	$4,172	$4,937

Memphis as a Percentage of Tennessee's Public Schools	**1995-96**	**1999-00**
Percent of Students	12.2	12.3
Percent of FRPL	NA	NA
Percent of IEPs	10.9	9.4
Percent of ELLs	NA	NA
Percent of Schools	10.4	10.2
Percent of Teachers	10.7	11.1
Percent of State Revenue [3]	11.8	11.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Memphis
TCAP Achievement Test
Median National Percentiles [4]

	Grade	1998	1999	2000	2001
Reading					
Memphis	3	39	39	36	34
Tennessee	3	56	55	56	51
Memphis	4	35	34	38	38
Tennessee	4	55	53	55	52
Memphis	5	38	35	34	33
Tennessee	5	56	55	56	55
Memphis	6	32	30	32	35
Tennessee	6	50	48	51	52
Memphis	7	32	32	26	31
Tennessee	7	51	51	46	52
Memphis	8	34	40	32	34
Tennessee	8	55	58	54	54
Math					
Memphis	3	41	45	44	38
Tennessee	3	55	58	62	56
Memphis	4	39	42	40	41
Tennessee	4	56	57	58	59
Memphis	5	40	37	36	36
Tennessee	5	56	56	53	52
Memphis	6	41	35	36	39
Tennessee	6	55	52	53	56
Memphis	7	29	30	29	30
Tennessee	7	52	54	53	52
Memphis	8	34	36	31	34
Tennessee	8	55	57	58	56

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[4] Annualized change indices are presented in Normal Curve Equivalents.

Memphis
TCAP Competency Test
Percent Meeting Competency Requirement

	Grade	1995	1996	1997	1998	1999	2000	2001	Annualized Change
Language Arts									
Memphis	9	61	62	63	65	64	58	64	0.5
Tennessee	9	78	80	80	80	78	76	79	0.2
Math									
Memphis	9	48	49	50	56	55	50	50	0.4
Tennessee	9	66	71	70	72	71	70	71	0.8

DISTRICT	MIAMI-DADE COUNTY
STATE	FLORIDA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Florida Comprehensive Achievement Test (FCAT)**	**First Year Reported**	**1999**
Grades Tested	**4, 5, 8, &10**	**How Reported**	**Percent Meeting Standard**

DEMOGRAPHICS [1]	MIAMI-DADE COUNTY		FLORIDA	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	333,444*	360,202*	2,176,222	2,381,396
Percent Free & Reduced Price Lunch Eligible (FRPL)	58.5*	59.6*	NA	44.3
Percent of Students with IEPs	9.4	11.1	13.4	14.9
Percent English Language Learners	16.0	16.7	NA	7.0
Percent African American	33.8	32.3	25.3	25.4
Percent Hispanic	50.6	54.4	15.3	18.2
Percent White	14.2	11.9	57.5	54.3
Percent Other	1.4	1.4	2.0	2.2
Number of FTE Teachers	17,094	18,702*	114,938	130,336
Student-Teacher Ratio	19.5	19.3	18.9	18.3
Number of Schools	303*	318*	2,760	3,209
Current Expenditures Per Pupil [2]	$5,745	$5,952	$5,275	$5,552

Miami as a Percentage of Florida's Public Schools	**1995-96**	**1999-00**
Percent of Students	15.3	15.1
Percent of FRPL	NA	20.3
Percent of IEPs	10.8	11.3
Percent of ELLs	NA	36.1
Percent of Schools	11.0	9.9
Percent of Teachers	14.9	14.3
Percent of State Revenue [3]	18.4	18.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Miami-Dade County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

	Grade	1999	2000	2001	Annualized Change
Reading					
Miami-Dade	4	36	40	42	3.0
Florida	4	48	52	53	2.5
Miami-Dade	8	31	29	30	-0.5
Florida	8	44	39	43	-0.5
Miami-Dade	10	20	21	23	1.5
Florida	10	30	29	35	2.5
Math					
Miami-Dade	5	24	37	41	8.5
Florida	5	35	46	48	6.5
Miami-Dade	8	30	37	39	4.5
Florida	8	44	51	55	5.5
Miami-Dade	10	32	37	49	8.5
Florida	10	47	51	61	7.0

Miami-Dade County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	Change in Gap
Miami-Dade	4					
African American		20	23	29	35	
Gap		***-44***	***-43***	***-41***	***-38***	***-6***
White		64	66	70	73	
Gap		***-26***	***-24***	***-21***	***-24***	***-2***
Hispanic		38	42	49	49	
Florida	4					
African American		23	26	32	31	
Gap		***-42***	***-41***	***-39***	***-35***	***-7***
White		65	67	71	66	
Gap		***-27***	***-26***	***-23***	***-23***	***-4***
Hispanic		38	41	48	43	
Miami-Dade	8					
African American		18	20	17	20	
Gap		***-42***	***-44***	***-45***	***-40***	***-2***
White		60	64	62	60	
Gap		***-26***	***-26***	***-25***	***-24***	***-2***
Hispanic		34	38	37	36	
Florida	8					
African American		21	24	20	21	
Gap		***-34***	***-37***	***-38***	***-35***	***1***
White		55	61	58	56	
Gap		***-22***	***-24***	***-23***	***-25***	***3***
Hispanic		33	37	35	31	
Miami-Dade	10					
African American		11	11	12	13	
Gap		***-37***	***-35***	***-34***	***-39***	***2***
White		48	46	46	52	
Gap		***-27***	***-24***	***-24***	***-25***	***-2***
Hispanic		21	22	22	27	
Florida	10					
African American		12	13	13	15	
Gap		***-26***	***-29***	***-27***	***-34***	***8***
White		38	42	40	49	
Gap		***-18***	***-19***	***-18***	***-24***	***6***
Hispanic		20	23	22	25	

Miami-Dade County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	Change in Gap
Miami-Dade	5					
African American		8	13	26	31	
Gap		***-37***	***-37***	***-38***	***-38***	***1***
White		45	50	64	69	
Gap		***-23***	***-22***	***-18***	***-18***	***-5***
Hispanic		22	28	46	51	
Florida	5					
African American		10	15	26	25	
Gap		***-34***	***-36***	***-37***	***-34***	***0***
White		44	51	63	59	
Gap		***-22***	***-22***	***-19***	***-19***	***-3***
Hispanic		22	29	44	40	
Miami-Dade	8					
African American		17	16	25	28	
Gap		***-46***	***-47***	***-45***	***-44***	***-2***
White		63	63	70	72	
Gap		***-29***	***-26***	***-24***	***-23***	***-6***
Hispanic		34	37	46	49	
Florida	8					
African American		19	21	30	30	
Gap		***-40***	***-43***	***-41***	***-38***	***-2***
White		59	64	71	68	
Gap		***-25***	***-26***	***-24***	***-24***	***-1***
Hispanic		34	38	47	44	
Miami-Dade	10					
African American		13	18	22	35	
Gap		***-51***	***-47***	***-49***	***-45***	***-6***
White		64	65	71	80	
Gap		***-35***	***-30***	***-29***	***-22***	***-13***
Hispanic		29	35	42	58	
Florida	10					
African American		15	22	26	32	
Gap		***-39***	***-41***	***-44***	***-40***	***1***
White		54	63	70	72	
Gap		***-24***	***-25***	***-26***	***-24***	***0***
Hispanic		30	38	44	48	

DISTRICT MILWAUKEE
STATE WISCONSIN

STATE READING AND MATH ASSESSMENTS

State Assessment	**Wisconsin Knowledge and Concepts Examination**	**First Year Reported**	**1998**
Grades Tested	**3,4,8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**MILWAUKEE**		**WISCONSIN**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	103,676*	99,990*	870,175	877,753
Percent Free & Reduced Price Lunch Eligible (FRPL)	73.3	72.7*	NA	25.0
Percent of Students with IEPs	14.0	15.0*	12.5	13.7
Percent English Language Learners	NA	5.1*	NA	NA
Percent African American	60.1*	61.2	9.4	9.8
Percent Hispanic	11.9*	14.2	3.3	4.1
Percent White	21.1*	17.6*	83.2	81.4
Percent Other	6.9*	1.7	4.1	4.6
Number of FTE Teachers	6,615*	6,953*	55,033	60,778
Student-Teacher Ratio	15.7	14.4	15.8	14.4
Number of Schools	159*	201*	2,037	2,118
Current Expenditures Per Pupil [2]	$7,353	$8,067	$6,517	$7,123

Milwaukee as a Percentage of Wisconsin's Public Schools	**1995-96**	**1999-00**
Percent of Students	11.9	11.4
Percent of FRPL	NA	33.1
Percent of IEPs	12.7	12.5
Percent of ELLs	NA	NA
Percent of Schools	7.8	9.5
Percent of Teachers	12.0	11.4
Percent of State Revenue [3]	17.1	15.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Milwaukee
Wisconsin Knowledge and Concepts Examinations (WKCE)
Percent Proficent/Advanced

	Grade	1998	1999	2000	2001	Annualized Change
Reading						
Milwaukee	4	41	52	52	54	4.3
Wisconsin	4	69	78	78	78	3.0
Milwaukee	8	27	40	43	37	3.3
Wisconsin	8	54	74	73	73	6.3
Milwaukee	10	27	31	32	35	2.7
Wisconsin	10	63	69	69	69	2.0
Math						
Milwaukee	4	21	45	47	36	5.0
Wisconsin	4	52	75	74	65	4.3
Milwaukee	8	9	11	11	8	-0.3
Wisconsin	8	30	42	42	39	3.0
Milwaukee	10	7	10	10	10	1.0
Wisconsin	10	35	39	39	46	3.7

Milwaukee
Wisconsin Reading Comprehension Test
Percent Proficent/Advanced

	Grade	1998	1999	2000	2001	Annualized Change
Milwaukee	3	49.9	49.4	55.3	54.9	1.7
Wisconsin	3	64.9	70.4	74.5	76.5	3.9

Milwaukee
WKCE-Reading
Percent Proficent/Advanced

	Grade	1998	1999	2000	2001	Change in Gap
Milwaukee	4					
African American		34	46	47	49	
Gap		***-29***	***-30***	***-30***	***-27***	***-2***
White		63	76	77	76	
Gap		***-26***	***-29***	***-33***	***-26***	***0***
Hispanic		37	47	44	50	
Wisconsin	4					
African American		36	50	51	52	
Gap		***-40***	***-34***	***-33***	***-32***	***-8***
White		76	84	84	84	
Gap		***-29***	***-29***	***-32***	***-31***	***2***
Hispanic		47	55	52	53	
Milwaukee	8					
African American		20	32	34	30	
Gap		***-33***	***-35***	***-35***	***-36***	***3***
White		53	67	69	66	
Gap		***-25***	***-25***	***-23***	***-27***	***2***
Hispanic		28	42	46	39	
Wisconsin	8					
African American		24	36	38	35	
Gap		***-46***	***-43***	***-42***	***-44***	***-2***
White		70	79	80	79	
Gap		***-36***	***-29***	***-31***	***-32***	***-4***
Hispanic		34	50	49	47	
Milwaukee	10					
African American		17	22	24	27	
Gap		***-34***	***-32***	***-33***	***-33***	***-1***
White		51	54	57	60	
Gap		***-23***	***-25***	***-28***	***-29***	***6***
Hispanic		28	29	29	31	
Wisconsin	10					
African American		22	27	29	33	
Gap		***-48***	***-48***	***-46***	***-42***	***-6***
White		70	75	75	75	
Gap		***-35***	***-34***	***-35***	***-34***	***-1***
Hispanic		35	41	40	41	

Milwaukee
WKCE-Math
Percent Proficent/Advanced

	Grade	1998	1999	2000	2001	Change in Gap
Milwaukee	4					
African American		15	38	41	30	
Gap		***-27***	***-32***	***-31***	***-29***	***2***
White		42	70	72	59	
Gap		***-22***	***-29***	***-30***	***-24***	***2***
Hispanic		20	41	42	35	
Wisconsin	4					
African American		17	41	43	32	
Gap		***-41***	***-40***	***-38***	***-40***	***-1***
White		58	81	81	72	
Gap		***-30***	***-32***	***-32***	***-31***	***1***
Hispanic		28	49	49	41	
Milwaukee	8					
African American		4	5	5	3	
Gap		***-21***	***-27***	***-26***	***-19***	***-2***
White		25	32	31	22	
Gap		***-16***	***-19***	***-18***	***-13***	***-3***
Hispanic		9	13	13	9	
Wisconsin	8					
African American		5	7	7	6	
Gap		***-30***	***-41***	***-40***	***-39***	***9***
White		35	48	47	45	
Gap		***-24***	***-31***	***-29***	***-30***	***6***
Hispanic		11	17	18	15	
Milwaukee	10					
African American		2	3	4	4	
Gap		***-19***	***-21***	***-21***	***-24***	***5***
White		21	24	25	28	
Gap		***-18***	***-16***	***-18***	***-20***	***2***
Hispanic		3	8	7	8	
Wisconsin	10					
African American		5	6	7	8	
Gap		***-35***	***-37***	***-36***	***-44***	***9***
White		40	43	43	52	
Gap		***-28***	***-28***	***-30***	***-36***	***8***
Hispanic		12	15	13	16	

DISTRICT	MINNEAPOLIS
STATE	MINNESOTA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Minnesota Comprehensive Assessment & BasicSkills Test**	**First Year Reported**	**1999**
Grades Tested	**3,5, & 8**	**How Reported**	**Performance Level & Percent Passing**

DEMOGRAPHICS [1]	**MINNEAPOLIS**		**MINNESOTA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	46,612	48,688	835,166	854,034
Percent Free & Reduced Price Lunch Eligible (FRPL)	60.4*	64.6	NA	25.7
Percent of Students with IEPs	14.3	13.7	12.4	12.6
Percent English Language Learners	11.6*	18.8	NA	4.2
Percent African American	40.4	43.8	4.8	6.2
Percent Hispanic	4.4	7.7	2.0	2.9
Percent White	36.6	28.9	87.4	84.0
Percent Other	18.7	19.6	5.8	6.9
Number of FTE Teachers	3,080	3,626	46,971	56,010
Student-Teacher Ratio	15.1	13.4	17.8	15.2n
Number of Schools	144	145	2,157	2,361
Current Expenditures Per Pupil [2]	$7,831	$8,488	$5,801	$6,388

Minneapolis as a Percentage of Minnesota's Public Schools	**1995-96**	**1999-00**
Percent of Students	5.6	5.7
Percent of FRPL	NA	14.3
Percent of IEPs	6.4	6.2
Percent of ELLs	NA	25.5
Percent of Schools	6.7	6.1
Percent of Teachers	6.6	6.5
Percent of State Revenue [3]	6.9	6.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & IV

	Grade	1999	2000	2001	Annualized Change
Reading					
Minneapolis	3	22	23	25	1.5
Minnesota	3	40	44	49	4.5
Minneapolis	5	21	26	33	6.0
Minnesota	5	45	52	63	9.0
Math					
Minneapolis	3	23	26	30	3.5
Minnesota	3	42	47	53	5.5
Minneapolis	5	18	24	27	4.5
Minnesota	5	37	45	50	6.5

Minneapolis
Minnesota Basic Standards Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	Annualized Change
Reading						
Minneapolis	8	41	48	56	51	3.3
Minnesota	8	68	75	80	79	3.7
Math						
Minneapolis	8	41	42	45	42	0.3
Minnesota	8	71	70	72	72	0.3

Minneapolis [4]
Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1997	1998	1999	2000	2001	Change in Gap
Reading	8						
African American		15	24	30	42	36	
Gap		*-45*	*-48*	*-48*	*-41*	*-47*	*2*
White		60	72	78	83	83	
Gap		*-41*	*-47*	*-38*	*-45*	*-45*	*4*
Hispanic American		19	25	40	38	38	
Math	8						
African American		15	21	19	24	22	
Gap		*-49*	*-51*	*-55*	*-50*	*-52*	*3*
White		64	72	74	74	74	
Gap		*-45*	*-50*	*-47*	*-45*	*-42*	*-3*
Hispanic American		19	22	27	29	32	

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[4] Minnesota does not report disaggregated test scores by race/ethnicity.

DISTRICT NASHVILLE
STATE TENNESSEE

STATE READING AND MATH ASSESSMENTS

State Assessment	**Tennessee Comprehensive Assessment Program (TCAP)**	**First Year Reported**	**1998**
Grades Tested	**3-9**	**How Reported**	**National Percentiles**

DEMOGRAPHICS [1]	**NASHVILLE**		**TENNESSEE**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	70,352	70,176	875,670*	916,202
Percent Free & Reduced Price Lunch Eligible (FRPL)	44.8*	50.6*	40.2*	NA
Percent of Students with IEPs	17.3*	14.3	19.4*	14.7
Percent English Language Learners	2.0*	4.7*	0.6*	NA
Percent African American	41.3*	45.2	23.1	24.4
Percent Hispanic	1.3	3.8	0.7	1.5
Percent White	54.1*	47.5	75.3	72.9
Percent Other	3.3*	3.5	0.9	1.3
Number of FTE Teachers	4,110*	4,544	49,627*	60,702
Student-Teacher Ratio	17.1*	15.4	117.6	15.1
Number of Schools	122	127	1,563	1,613
Current Expenditures Per Pupil [2]	$5,078	$6,346	$4,172	$4,937

Nashville as a Percentage of Tennesee's Public Schools	**1995-96**	**1999-00**
Percent of Students	8.0	7.7
Percent of FRPL	NA	NA
Percent of IEPs	7.2	7.5
Percent of ELLs	26.5	NA
Percent of Schools	7.8	7.9
Percent of Teachers	8.3	7.5
Percent of State Revenue [3]	6.7	5.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Nashville
TCAP Achievement Test[4]
Median National Percentiles

	Grade	1998	1999	2000	2001	Annualized Change in NCEs
Reading						
Nashville	3	49	49	49	47	-0.4
Tennessee	3	56	55	56	51	-0.9
Nashville	4	47	45	47	45	-0.3
Tennessee	4	55	53	55	52	-0.5
Nashville	5	45	45	44	41	-0.7
Tennessee	5	56	55	56	55	-0.2
Nashville	6	41	40	44	44	0.5
Tennessee	6	50	48	51	52	0.4
Nashville	7	42	43	38	42	0.0
Tennessee	7	51	51	46	52	0.2
Nashville	8	47	50	47	45	-0.3
Tennessee	8	55	58	54	54	-0.2
Math						
Nashville	3	49	49	56	48	-0.2
Tennessee	3	55	58	62	56	0.2
Nashville	4	47	49	48	49	0.4
Tennessee	4	56	57	58	59	0.5
Nashville	5	37	42	38	38	0.2
Tennessee	5	56	56	53	52	-0.7
Nashville	6	40	41	44	45	0.9
Tennessee	6	55	52	53	56	0.2
Nashville	7	41	45	42	40	-0.2
Tennessee	7	52	54	53	52	0.0
Nashville	8	48	47	48	42	-1.1
Tennessee	8	55	57	58	56	0.2

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[4] Annualized change indices are presented in Normal Curve Equivalents.

Nashville
TCAP Competency Test
Percent Meeting Competency Requirement

	Grade	1995	1996	1997	1998	1999	2000	2001	Annualized Change
Language Arts									
Nashville	9	74	79	75	75	71	69	73	-0.2
Tennessee	9	78	80	80	80	78	76	79	0.2
Math									
Nashville	9	59	73	65	64	64	62	63	0.7
Tennessee	9	66	71	70	72	71	70	71	0.8

DISTRICT NEWARK
STATE NEW JERSEY

STATE READING AND MATH ASSESSMENTS

State Assessment	**ESPA, GEPA, & HSPT**	**First Year Reported**	**1999**
Grades Tested	**4, 8, & 11**	**How Reported**	**Percent Passing**

DEMOGRAPHICS [1]	**NEWARK**		**NEW JERSEY**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	45,805	42,101	1,197,381	1,289,256
Percent Free & Reduced Price Lunch Eligible (FRPL)	81.5*	80.3	NA	28.3
Percent of Students with IEPs	6.6	6.4	NA	6.4
Percent English Language Learners	NA	NA	NA	NA
Percent African American	63.4	61.9	18.5	18.1
Percent Hispanic	27.2	28.5	13.5	14.9
Percent White	8.6	8.7	62.5	60.8
Percent Other	0.8	0.9	5.6	6.3
Number of FTE Teachers	3,558	3,458	86,706	95,883
Student-Teacher Ratio	12.9	12.2	13.8	13.4
Number of Schools	80	76	2,279	2,383
Current Expenditures Per Pupil [2]	$11,266	$12,105	$9,361	$9,643

Newark as a Percentage of New Jersey's Public Schools	**1995-96**	**1999-00**
Percent of Students	3.8	3.3
Percent of FRPL	NA	9.3
Percent of IEPs	NA	3.3
Percent of ELLs	NA	NA
Percent of Schools	3.5	3.2
Percent of Teachers	4.1	3.6
Percent of State Revenue [3]	9.1	7.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Newark
Elementary School Proficiency Assessment (ESPA) [4]
Percent Passing

	Grade	1999	2000	2001	Annualized Change
Language Arts Literacy	4				
Newark		32.1	31.1	51.9	9.9
New Jersey		62.7	61.1	85.2	11.3
Math	4				
Newark		29.2	33.5	32.2	1.5
New Jersey		65.7	71.4	71.3	2.8

Newark
Grade Eight Proficiency Assessment (GEPA)
Percent Passing

	Grade	1999	2000	2001	Annualized Change
Language Arts	8				
Newark		52.6	47.5	46.3	-3.2
New Jersey		85.4	83.7	82.3	-1.6
Math	8				
Newark		24.1	21.7	26.5	1.2
New Jersey		68.5	67.3	70.1	0.8

Newark
High School Proficiency Test (HSPT) [5]
Percent Passing

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading	11							
Newark		43.6	42.5	44.5	43.0	44.6	46.7	0.6
New Jersey		83.4	83.0	84.0	83.5	84.1	83.4	0.0
Math	11							
Newark		42.8	41.4	40.1	46.9	51.7	49.5	1.3
New Jersey		86.2	85.9	85.9	87.0	88.4	88.2	0.4

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[4] The state standards were revised prior to the 2001 administration of the ESPA.

[5] The HSPT is administered in October of each school year. The score reported here for 2001 is from the Fall 2000 administration of the exam.

DISTRICT NEW ORLEANS
STATE LOUISIANA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Iowa Test of Basic Skills (ITBS), LEAP 21, & GEE**	**First Year Reported**	**1999**
Grades Tested	**3-10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	NEW ORLEANS		LOUISIANA	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	85,596	80,526	797,366	756,579
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	76.1	NA	58.5
Percent of Students with IEPs	11.8	8.9	11.1	12.6
Percent English Language Learners	NA	1.9	NA	1.2
Percent African American	90.4	92.3	51.0	47.6
Percent Hispanic	1.3	1.2	1.1	1.3
Percent White	5.7	4.3	46.0	49.2
Percent Other	2.6	2.3	1.9	1.9
Number of FTE Teachers	3,876	5,023	46,980	50,031
Student-Teacher Ratio	22.1	16.0	17.0	15.1
Number of Schools	121	124	1,470	1,533
Current Expenditures Per Pupil [2]	$4,436	$4,986	$4,447	$5,187

New Orleans as a Percentage of Louisiana's Public Schools	**1995-96**	**1999-00**
Percent of Students	10.7	10.6
Percent of FRPL	NA	13.8
Percent of IEPs	11.4	7.5
Percent of ELLs	NA	16.9
Percent of Schools	8.2	8.1
Percent of Teachers	8.3	10.0
Percent of State Revenue [3]	10.3	10.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

New Orleans
ITBS/ITED
National Percentile Ranks [4]

	Grade	1999	2000	2001	Annualized Change in NCEs
Composite					
New Orleans	3	23	25	28	1.7
Louisiana	3	45	47	50	1.3
New Orleans	5	23	25	38	4.6
Louisiana	5	44	46	52	2.2
New Orleans	6	26	27	30	1.3
Louisiana	6	45	47	48	0.8
New Orleans	7	24	25	25	0.4
Louisiana	7	44	46	47	0.8
New Orleans	9	28	29	39	3.2
Louisiana	9	44	46	50	1.6

New Orleans
LEAP 21
Percent Basic/Proficient

	Grade	1999	2000	2001	Annualized Change
English Language Arts					
New Orleans	4	32	32	38	3.0
Louisiana	4	54	53	58	2.0
New Orleans	8	22	28	21	-0.5
Louisiana	8	42	53	50	4.0
Math					
New Orleans	4	18	26	29	5.5
Louisiana	4	40	47	52	6.0
New Orleans	8	16	20	16	0.0
Louisiana	8	37	44	44	3.5

New Orleans
Louisiana GEE-Graduate Exit Exam
Percent At or Above Basic [5]

	Grade	1999	2000	2001	Annualized Change
English Language Arts					
New Orleans	10	NA	NA	32	NA
Louisiana	10	NA	NA	56	NA
Math					
New Orleans	10	NA	NA	27	NA
Louisiana	10	NA	NA	51	NA

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[4] Annualized change indices are presented in Normal Curve Equivalents.

[5] As of 2001, results for the GEE are reported as Percent At or Above Basic instead of Percent Passing.

DISTRICT	NEW YORK CITY
STATE	NEW YORK

STATE READING AND MATH ASSESSMENTS

State Assessment	**New York State Assessment Program**	**First Year Reported**	**1999**
Grades Tested	**4 & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**NEW YORK CITY**		**NEW YORK**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	1,049,039	1,075,710	2,813,230	2,887,776
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	69.6	NA	41.6
Percent of Students with IEPs	11.8	13.7	12.9	14.5
Percent English Language Learners	NA	12.9*	NA	1.7
Percent African American	36.4	35.2	20.2	20.3
Percent Hispanic	37.2	37.7	17.4	18.3
Percent White	16.5	15.4	56.9	55.2
Percent Other	10.0	11.7	5.4	6.2
Number of FTE Teachers	66,760*	77,020*	181,559	202,078
Student-Teacher Ratio	16.0	14.0	15.5	14.3
Number of Schools	1,108	1,207	4,149	4,286
Current Expenditures Per Pupil [2]	$7,428	$8,106	$8,361	$8,852

New York City as a Percentage of New York's Public Schools	**1995-96**	**1999-00**
Percent of Students	37.3	37.3
Percent of FRPL	NA	62.3
Percent of IEPs	34.2	35.2
Percent of ELLs	NA	NA*
Percent of Schools	26.7	28.2
Percent of Teachers	36.1	38.1
Percent of State Revenue [3]	34.6	35.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

New York City
New York State Assessment Program
Percent Scoring Level 3 & 4

	Grade	1999	2000	2001	Annualized Change
English Language Arts					
New York City	4	32.7	41.7	43.9	5.6
New York State	4	48.1	58.7	60.0	6.0
New York City	8	35.3	32.5	33.1	-1.1
New York State	8	48.1	44.9	44.9	-1.6
Math					
New York City	4	49.6	46.2	51.8	1.1
New York State	4	66.7	65.0	69.1	1.2
New York City	8	22.8	22.6	22.8	0.0
New York State	8	37.9	40.3	39.4	0.8

DISTRICT NORFOLK
STATE VIRGINIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Standards of Learning Assessments, Stanford 9**	**First Year Reported**	**1998**
Grades Tested	**3-6, 8 & 9**	**How Reported**	**National Percentiles & Percent Passing**

DEMOGRAPHICS [1]	NORFOLK		VIRGINIA	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	36,084	35,930*	1,079,854	1,133,994
Percent Free & Reduced Price Lunch Eligible (FRPL)	65.0	69.5*	NA	29.7
Percent of Students with IEPs	11.9	13.1	13.1	13.8
Percent English Language Learners	NA	0.2	NA	1.9
Percent African American	63.4	66.1*	26.5	27.2
Percent Hispanic	1.7	2.0	3.2	4.3
Percent White	32.6	29.6*	66.6	64.3
Percent Other	2.4	2.3	3.7	4.2
Number of FTE Teachers	2,585	2,774*	74,731	81,073
Student-Teacher Ratio	14.0	13.0	14.4	14.0
Number of Schools and Program Sites	58	61	1,889	1,929
Current Expenditures Per Pupil [2]	$5,362	$5,638	$5,528	$6,065

Norfolk as a Percentage of Virginia's Public Schools	**1995-96**	**1999-00**
Percent of Students	3.4	3.2
Percent of FRPL	NA	7.4
Percent of IEPs	3.2	3.0
Percent of ELLs	NA	0.3
Percent of Schools	3.1	3.2
Percent of Teachers	3.2	3.4
Percent of State Revenue [3]	3.8	4.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Norfolk
Standards of Learning Assessment
Percent Passing

	Grade	1998	1999	2000	2001	Annualized Change
English						
Norfolk	3	38	50	52	59	7.0
Virginia	3	55	61	62	74	6.3
Norfolk	5	50	68	71	77	9.0
Virginia	5	66	75	75	82	5.3
Norfolk	8	45	52	62	60	4.4
Virginia	8	66	68	74	76	3.3
Math						
Norfolk	3	47	56	64	75	9.3
Virginia	3	63	68	72	86	7.7
Norfolk	5	30	40	58	60	10.0
Virginia	5	47	51	64	72	8.3
Norfolk	8	32	40	45	51	6.3
Virginia	8	58	66	62	70	4.0

Norfolk
SAT-9
National Percentile [4]

	Grade	1998	1999	2000	2001	Annualized Change in NCEs
Reading						
Norfolk	4	37	38	39	39	0.4
Virginia	4	50	52	53	54	0.7
Norfolk	6	41	44	39	39	-0.4
Virginia	6	58	59	59	59	0.2
Norfolk	9	41	42	43	45	0.7
Virginia	9	58	60	60	60	0.3
Math						
Norfolk	4	45	45	49	50	0.9
Virginia	4	53	57	60	61	1.4
Norfolk	6	43	48	47	46	0.5
Virginia	6	58	62	65	66	1.5
Norfolk	9	34	33	32	35	0.2
Virginia	9	54	55	55	55	0.2

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[4] Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT	OAKLAND
STATE	CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At/Above 50th Percentile**

DEMOGRAPHICS [1]	**OAKLAND**		**CALIFORNIA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	52,452	55,051	5,536,406	6,038,589
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	59.4	NA	46.5
Percent of Students with IEPs	9.9	10.3	10.5	10.7
Percent English Language Learners	NA	34.0	NA	23.9
Percent African American	52.0	48.9	8.8	8.6
Percent Hispanic	20.6	26.9	38.7	42.4
Percent White	6.8	5.6	40.4	37.0
Percent Other	20.7	18.6	12.1	12.0
Number of FTE Teachers	2,262	2,865	230,849	287,344
Student-Teacher Ratio	23.2	19.2	24.0	21.0
Number of Schools	89	93	7,876	8,578
Current Expenditures Per Pupil [2]	$5,463	$6,115	$4,937	$5,644

Oakland as a Percentage of California's Public Schools	**1995-96**	**1999-00**
Percent of Students	0.9	0.9
Percent of FRPL	NA	1.2
Percent of IEPs	0.9	0.9
Percent of ELLs	NA	1.3
Percent of Schools	1.1	1.1
Percent of Teachers	1.0	1.0
Percent of State Revenue [3]	1.1	1.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Oakland
SAT/9
Percent Scoring At or Above 50th National Percentile Rank

Reading	Grade	1998	1999	2000	2001	Annualized Change
Oakland	3	22	33	28	30	2.7
California	3	38	41	44	46	2.7
Oakland	4	21	29	27	28	2.3
California	4	40	41	45	47	2.3
Oakland	5	23	27	27	27	1.3
California	5	41	42	44	45	1.3
Oakland	6	21	24	22	23	0.7
California	6	42	44	46	47	1.7
Oakland	7	24	25	24	26	0.7
California	7	44	44	46	48	1.3
Oakland	8	28	29	26	28	0.0
California	8	46	47	49	50	1.3
Oakland	9	18	18	16	15	-1.0
California	9	34	34	35	35	0.3
Oakland	10	15	19	16	16	0.3
California	10	32	33	34	34	0.7
Oakland	11	21	20	22	22	0.3
California	11	36	35	36	37	0.3

Math	Grade	1998	1999	2000	2001	Annualized Change
Oakland	3	25	38	37	39	4.7
California	3	40	48	56	59	6.3
Oakland	4	21	31	31	34	4.3
California	4	39	44	51	54	5.0
Oakland	5	25	31	33	36	3.7
California	5	41	45	50	54	4.3
Oakland	6	22	30	29	33	3.7
California	6	46	50	55	57	3.7
Oakland	7	24	27	28	31	2.3
California	7	42	45	48	50	2.7
Oakland	8	26	28	26	27	0.3
California	8	42	45	48	49	2.3
Oakland	9	34	35	31	30	-1.3
California	9	47	48	51	51	1.3
Oakland	10	29	30	30	29	0.0
California	10	41	44	46	45	1.3
Oakland	11	34	34	37	36	0.7
California	11	43	45	47	46	1.0

Oakland
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Oakland	4					
African American		18	23	22	25	
Gap		***-57***	***-51***	***-55***	***-54***	***-3***
White		75	74	77	79	
Gap		***-66***	***-53***	***-63***	***-65***	***-1***
Hispanic		9	21	14	14	
California	4					
African American		24	27	30	33	
Gap		***-37***	***-37***	***-38***	***-37***	***0***
White		61	64	68	70	
Gap		***-43***	***-43***	***-44***	***-43***	***0***
Hispanic		18	21	24	27	
Oakland	8					
African American		24	23	21	26	
Gap		***-59***	***-53***	***-54***	***-52***	***-7***
White		83	76	75	78	
Gap		***-69***	***-57***	***-60***	***-62***	***-7***
Hispanic		14	19	15	16	
California	8					
African American		31	31	34	35	
Gap		***-36***	***-37***	***-36***	***-36***	***0***
White		67	68	70	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-1***
Hispanic		25	26	28	30	
Oakland	10					
African American		12	13	12	12	
Gap		***-42***	***-45***	***-49***	***-37***	***-5***
White		54	58	61	49	
Gap		***-44***	***-42***	***-53***	***-38***	***-6***
Hispanic		10	16	8	11	
California	10					
African American		18	17	18	19	
Gap		***-32***	***-33***	***-33***	***-33***	***1***
White		50	50	51	52	
Gap		***-36***	***-35***	***-36***	***-36***	***0***
Hispanic		14	15	15	16	

Oakland
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Oakland	4					
African American		13	21	21	25	
Gap		***-50***	***-50***	***-52***	***-55***	***5***
White		63	71	73	80	
Gap		***-52***	***-44***	***-50***	***-58***	***6***
Hispanic		11	27	23	22	
California	4					
African American		21	25	32	36	
Gap		***-36***	***-36***	***-37***	***-36***	***0***
White		57	61	69	72	
Gap		***-36***	***-35***	***-35***	***-33***	***-3***
Hispanic		21	26	34	39	
Oakland	8					
African American		16	14	16	16	
Gap		***-58***	***-55***	***-54***	***-54***	***-4***
White		74	69	70	70	
Gap		***-64***	***-54***	***-56***	***-55***	***-9***
Hispanic		10	15	14	15	
California	8					
African American		21	23	26	27	
Gap		***-39***	***-40***	***-40***	***-40***	***1***
White		60	63	66	67	
Gap		***-39***	***-38***	***-38***	***-37***	***-2***
Hispanic		21	25	28	30	
Oakland	10					
African American		13	16	15	14	
Gap		***-40***	***-48***	***-50***	***-41***	***1***
White		53	64	65	55	
Gap		***-30***	***-44***	***-44***	***-33***	***3***
Hispanic		23	20	21	22	
California	10					
African American		21	22	24	23	
Gap		***-35***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	
Gap		***-34***	***-33***	***-33***	***-32***	***-2***
Hispanic		22	25	27	27	

DISTRICT OKLAHOMA CITY
STATE OKLAHOMA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Oklahoma Core Curriculum Tests**	**First Year Reported**	**1999**
Grades Tested	**5,8, & 9-12**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	OKLAHOMA CITY		OKLAHOMA	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	38,829	39,531	616,393	627,032
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	77.8	NA	45.5
Percent of Students with IEPs	15.9	16.1	11.4	13.2
Percent English Language Learners	NA	20.1	NA	5.7
Percent African American	NA	38.5	10.5	10.7
Percent Hispanic	NA	20.2	3.9	5.4
Percent White	NA	32.9	69.4	66.2
Percent Other	NA	8.4	16.3	17.7
Number of FTE Teachers	2,402	2,671	39,364	41,498
Student-Teacher Ratio	16.6	14.8	15.7	15.1
Number of Schools	86	89	1,830	1,809
Current Expenditures Per Pupil [2]	$4,327	$6,514	$4,549	$5,033

Oklahoma City as a Percentage of Oklahoma's Public Schools	**1995-96**	**1999-00**
Percent of Students	6.3	6.3
Percent of FRPL	NA	10.8
Percent of IEPs	8.7	7.7
Percent of ELLs	NA	22.2
Percent of Schools	4.7	4.9
Percent of Teachers	6.1	6.4
Percent of State Revenue [3]	6.7	5.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Oklahoma City
Oklahoma Core Curriculum Test [4]
Percent Satisfactory/Advanced

	Grade	1999	2000	2001	Annualized Change
Reading					
Oklahoma City	5	64	66	63	-0.5
Oklahoma	5	80	76	74	-3.0
Oklahoma City	8	59	51	60	0.5
Oklahoma	8	81	77	78	-1.5
Math					
Oklahoma City	5	77	79	66	-5.5
Oklahoma	5	85	85	72	-6.5
Oklahoma City	8	50	45	49	-0.5
Oklahoma	8	75	71	71	-2.0

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[4] The Oklahoma Core Curriculum Testing program changed testing companies in 1998. Previous results are not comparable and have been omitted.

DISTRICT OMAHA
STATE NEBRASKA

STATE READING AND MATH ASSESSMENTS

State Assessment	NA	**First Year Reported**	1994
Grades Tested	2,4,6, & 8	**How Reported**	National Percentile

DEMOGRAPHICS [1]	**OMAHA**		**NEBRASKA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	44,247	45,039	289,744	288,261
Percent Free & Reduced Price Lunch Eligible (FRPL)	49.8*	47.8	NA	29.8
Percent of Students with IEPs	14.7	15.6	13.9	15.1
Percent English Language Learners	NA	5.7	NA	3.2
Percent African American	29.7	31.6	5.9	5.7
Percent Hispanic	6.6	11.3	4.4	5.7
Percent White	60.9	54.0	87.2	86.0
Percent Other	2.8	3.1	2.7	2.6
Number of FTE Teachers	3,046	3,332*	20,028	20,766
Student-Teacher Ratio	14.7*	13.5	14.5	13.9
Number of Schools	82	82	1,411	1,345
Current Expenditures Per Pupil [2]	$5,276	$5,560	$5,688	$5,958

Omaha as a Percentage of Nebraska's Public Schools	1995-96	1999-00
Percent of Students	15.3	15.6
Percent of FRPL	NA	25.1
Percent of IEPs	16.1	16.1
Percent of ELLs	NA	27.8
Percent of Schools	5.8	6.1
Percent of Teachers	15.2	16.0
Percent of State Revenue [3]	14.5	15.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Omaha[4]
CAT/5
National Percentiles[5]

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	Annualized Change in NCEs
Total Reading										
	2	57	58	59	59	59	59	61	61	0.3
	4	61	60	58	60	61	61	58	60	-0.1
	6	59	58	58	59	57	59	58	57	-0.2
	8	59	59	58	56	57	56	56	56	-0.2
Total Math										
	2	70	71	71	72	75	73	76	76	0.6
	4	67	67	64	68	70	68	65	68	0.1
	6	68	67	66	68	67	69	69	67	-0.1
	8	61	61	61	60	59	58	56	57	-0.3

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[4] Nebraska does not have a statewide assessment.

[5] Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT	ORANGE COUNTY
STATE	FLORIDA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Florida Comprehensive Achievement Test (FCAT)**	**First Year Reported**	**1999**
Grades Tested	**4, 5, 8, &10**	**How Reported**	**Percent Meeting Standard**

DEMOGRAPHICS [1]	**ORANGE COUNTY**		**FLORIDA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	123,165	144,231	2,176,222	2,381,396
Percent Free & Reduced Price Lunch Eligible (FRPL)	54.7	47.2	52.6*	44.3
Percent of Students with IEPs	12.5	15.8	13.4	14.9
Percent English Language Learners	7.4*	8.9	7.6*	7.0
Percent African American	28.0	29.1	25.3	25.4
Percent Hispanic	16.1	20.9	15.3	18.2
Percent White	52.3	46.1	57.5	54.3
Percent Other	3.6	3.8	2.0	2.2
Number of FTE Teachers	6,394	8,273	114,938	130,336
Student-Teacher Ratio	19.2	17.4	18.9	18.3
Number of Schools	172	173	2,760	3,209
Current Expenditures Per Pupil [2]	$4,997	$5,292	$5,275	$5,552

Orange County as a Percentage of Florida's Public Schools	1995-96	1999-00
Percent of Students	5.7	6.1
Percent of FRPL	5.8	6.5
Percent of IEPs	5.3	6.4
Percent of ELLs	5.5	7.7
Percent of Schools	5.7	5.4
Percent of Teachers	5.6	6.3
Percent of State Revenue [3]	5.4	5.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Orange County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

	Grade	1999	2000	2001	Annualized Change
Reading					
Orange	4	42	43	46	2.0
Florida	4	48	52	53	2.5
Orange	8	41	35	40	-0.5
Florida	8	44	39	43	-0.5
Orange	10	32	29	36	2.0
Florida	10	30	29	37	3.5
Math					
Orange	5	33	41	40	3.5
Florida	5	35	46	48	6.5
Orange	8	43	47	52	4.5
Florida	8	44	51	55	5.5
Orange	10	49	54	59	5.0
Florida	10	47	51	59	6.0

Orange County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	Change in Gap
Orange	4					
African American		22	23	30	NA	
Gap		***-40***	***-41***	***-39***	***NA***	***-1***
White		62	64	69	NA	
Gap		***-28***	***-27***	***-29***	***NA***	***1***
Hispanic		34	37	40	NA	
Florida	4					
African American		23	26	32	31	
Gap		***-42***	***-41***	***-39***	***-35***	***-7***
White		65	67	71	66	
Gap		***-27***	***-26***	***-23***	***-23***	***-4***
Hispanic		38	41	48	43	
Orange	8					
African American		23	24	21	NA	
Gap		***-36***	***-37***	***-35***	***NA***	***-1***
White		59	61	56	NA	
Gap		***-28***	***-27***	***-27***	***NA***	***-1***
Hispanic		31	34	29	NA	
Florida	8					
African American		21	24	20	21	
Gap		***-34***	***-37***	***-38***	***-35***	***1***
White		55	61	58	56	
Gap		***-22***	***-24***	***-23***	***-25***	***3***
Hispanic		33	37	35	31	
Orange	10					
African American		13	17	15	NA	
Gap		***-29***	***-30***	***-28***	***NA***	***-1***
White		42	47	43	NA	
Gap		***-20***	***-24***	***-23***	***NA***	***3***
Hispanic		22	23	20	NA	
Florida	10					
African American		12	13	13	15	
Gap		***-26***	***-29***	***-27***	***-34***	***8***
White		38	42	40	49	
Gap		***-18***	***-19***	***-18***	***-24***	***6***
Hispanic		20	23	22	25	

Orange County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	Change in Gap
Orange	5					
African American		8	16	25	NA	
Gap		***-36***	***-37***	***-40***	***NA***	***4***
White		44	53	65	NA	
Gap		***-25***	***-27***	***-25***	***NA***	***0***
Hispanic		19	26	40	NA	
Florida	5					
African American		10	15	26	25	
Gap		***-34***	***-36***	***-37***	***-34***	***0***
White		44	51	63	59	
Gap		***-22***	***-22***	***-19***	***-19***	***-3***
Hispanic		22	29	44	40	
Orange	8					
African American		18	22	32	NA	
Gap		***-43***	***-43***	***-39***	***NA***	***-4***
White		61	65	71	NA	
Gap		***-28***	***-28***	***-29***	***NA***	***1***
Hispanic		33	37	42	NA	
Florida	8					
African American		19	21	30	30	
Gap		***-40***	***-43***	***-41***	***-38***	***-2***
White		59	64	71	68	
Gap		***-25***	***-26***	***-24***	***-24***	***-1***
Hispanic		34	38	47	44	
Orange	10					
African American		15	25	31	NA	
Gap		***-44***	***-43***	***-42***	***NA***	***-2***
White		59	68	73	NA	
Gap		***-29***	***-31***	***-28***	***NA***	***-1***
Hispanic		30	37	45	NA	
Florida	10					
African American		15	22	26	32	
Gap		***-39***	***-41***	***-44***	***-40***	***1***
White		54	63	70	72	
Gap		***-24***	***-25***	***-26***	***-24***	***0***
Hispanic		30	38	44	48	

DISTRICT PHILADELPHIA
STATE PENNSYLVANIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Pennsylvania System of Student Assessments**	**First Year Reported**	**1996**
Grades Tested	**5,8, &11**	**How Reported**	**Scale Scores & Performance Level**

DEMOGRAPHICS [1]	**PHILADELPHIA**		**PENNSYLVANIA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	210,503	205,199	1,787,533	1,816,716
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	76.5*	NA	28.7
Percent of Students with IEPs	10.5	11.9	10.6	11.9
Percent English Language Learners	NA	NA	NA	NA
Percent African American	63.5	64.8	14.0	14.9
Percent Hispanic	11.2	12.6	3.5	4.2
Percent White	20.4	17.6	80.6	78.8
Percent Other	4.9	5.0	1.9	2.0
Number of FTE Teachers	11,105	11,423	104,921	114,525
Student-Teacher Ratio	19.0	18.0	17.0	15.9
Number of Schools	258	259	3,182	3,230
Current Expenditures Per Pupil [2]	$5,575	$5,702	$6,922	$7,209

Philadelphia as a Percentage of Pennsylvania's Public Schools	**1995-96**	**1999-00**
Percent of Students	11.8	11.3
Percent of FRPL	NA	30.1
Percent of IEPs	11.6	11.3
Percent of ELLs	NA	NA
Percent of Schools	8.1	8.0
Percent of Teachers	10.6	10.0
Percent of State Revenue [3]	13.6	13.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Philadelphia
Pennsylvania System of School Assessment
Percent Scoring Proficient & Advanced[4]

	Grade	1999	2000	2001	Annualized Change
Reading					
Philadelphia	5	NA	NA	18.8	NA
Pennsylvania	5	NA	NA	56.1	NA
Philadelphia	8	NA	NA	23.0	NA
Pennsylvania	8	NA	NA	60.1	NA
Philadelphia	11	NA	NA	34.0	NA
Pennsylvania	11	NA	NA	58.1	NA
Math					
Philadelphia	5	NA	NA	17.5	NA
Pennsylvania	5	NA	NA	53.0	NA
Philadelphia	8	NA	NA	16.2	NA
Pennsylvania	8	NA	NA	51.0	NA
Philadelphia	11	NA	NA	23.8	NA
Pennsylvania	11	NA	NA	47.9	NA

Philadelphia
Pennsylvania System of School Assessment
Mean Scale Scores[5]

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading								
Philadelphia	5	1090	1110	1090	1120	1140	1140	10.0
Pennsylvania	5	1300	1310	1310	1310	1320	1310	2.0
Philadelphia	8	1080	1140	1120	1130	1120	1130	10.0
Pennsylvania	8	1300	1300	1300	1310	1310	1310	2.0
Philadelphia	11	1160	1140	1140	1140	1130	1180	4.0
Pennsylvania	11	1300	1300	1300	1300	1300	1300	0.0
Math								
Philadelphia	5	1100	1130	1140	1140	1140	1150	10.0
Pennsylvania	5	1300	1300	1310	1300	1310	1310	2.0
Philadelphia	8	1070	1110	1120	1120	1130	1150	16.0
Pennsylvania	8	1300	1300	1300	1300	1310	1310	2.0
Philadelphia	11	1170	1130	1120	1140	1160	1190	4.0
Pennsylvania	11	1300	1300	1300	1300	1310	1310	2.0

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[4] Scores on the PSSA were not reported by achievement level prior to 2001.

[5] The scale score on the PSSA ranges from 1000 to 1600.

DISTRICT PITTSBURGH
STATE PENNSYLVANIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Pennsylvania System of Student Assessments**	**First Year Reported**	**1996**
Grades Tested	**5,8, &11**	**How Reported**	**Scale Scores & Performance Level**

DEMOGRAPHICS [1]	**PITTSBURGH**		**PENNSYLVANIA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	39,761	38,846	1,787,533	1,816,716
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	59.3	NA	28.7
Percent of Students with IEPs	11.1	14.6	10.6	11.9
Percent English Language Learners	NA	NA	NA	NA
Percent African American	55.6	56.9	14.0	14.9
Percent Hispanic	0.4	0.4	3.5	4.2
Percent White	42.6	41.4	80.6	78.8
Percent Other	1.5	1.4	1.9	2.0
Number of FTE Teachers	2,477	2,728	104,921	114,525
Student-Teacher Ratio	16.1	14.2	17.0	15.9
Number of Schools	80	95	3,182	3,230
Current Expenditures Per Pupil [2]	$8,524	$8,550	$6,922	$7,209

Pittsburgh as a Percentage of Pennsylvania's Public Schools	**1995-96**	**1999-00**
Percent of Students	2.2	2.1
Percent of FRPL	NA	4.4
Percent of IEPs	2.3	2.6
Percent of ELLs	NA	NA
Percent of Schools	2.5	2.9
Percent of Teachers	2.4	2.4
Percent of State Revenue [3]	2.8	2.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Pittsburgh
Pennsylvania System of School Assessment
Percent Scoring Proficient & Advanced [4]

	Grade	1999	2000	2001	Annualized Change
Reading					
Pittsburgh	5	NA	NA	40.3	NA
Pennsylvania	5	NA	NA	56.1	NA
Pittsburgh	8	NA	NA	42.6	NA
Pennsylvania	8	NA	NA	60.1	NA
Pittsburgh	11	NA	NA	36.9	NA
Pennsylvania	11	NA	NA	58.1	NA
Math					
Pittsburgh	5	NA	NA	37.1	NA
Pennsylvania	5	NA	NA	53.0	NA
Pittsburgh	8	NA	NA	28.0	NA
Pennsylvania	8	NA	NA	51.0	NA
Pittsburgh	11	NA	NA	31.6	NA
Pennsylvania	11	NA	NA	47.9	NA

Pittsburgh
Pennsylvania System of School Assessment
Mean Scale Scores [5]

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading								
Pittsburgh	5	NA	NA	1210	1230	1240	1240	10.0
Pennsylvania	5	1300	1310	1310	1310	1320	1310	2.0
Pittsburgh	8	NA	NA	1210	1210	1230	1230	6.7
Pennsylvania	8	1300	1300	1300	1310	1310	1310	2.0
Pittsburgh	11	NA	NA	1210	1230	1230	1200	-3.3
Pennsylvania	11	1300	1300	1300	1300	1300	1300	0.0
Math								
Pittsburgh	5	NA	NA	1220	1250	1240	1240	6.7
Pennsylvania	5	1300	1300	1300	1300	1310	1310	2.0
Pittsburgh	8	NA	NA	1200	1210	1200	1220	6.7
Pennsylvania	8	1300	1300	1300	1300	1310	1310	2.0
Pittsburgh	11	NA	NA	1170	1210	1220	1220	16.7
Pennsylvania	11	1300	1300	1300	1300	1310	1310	2.0

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[4] Scores on the PSSA were not reported by achievement level prior to 2001.

[5] The scale score on the PSSA ranges from 1000 to 1600.

DISTRICT	PORTLAND
STATE	OREGON

STATE READING AND MATH ASSESSMENTS

State Assessment	**Oregon Statewide Assessments**	**First Year Reported**	**1998**
Grades Tested	**3,5,8, &10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**PORTLAND**		**OREGON**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	55,130	54,746*	527,914	545,033
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	40.7*	NA	34.1
Percent of Students with IEPs	9.9	11.4*	11.0	11.3
Percent English Language Learners	NA	9.7*	NA	6.4
Percent African American	16.1	16.2*	2.6	2.8
Percent Hispanic	5.2	8.2*	6.8	9.5
Percent White	67.7	64.2*	85.3	81.9
Percent Other	11.1	11.5	6.4	5.9
Number of FTE Teachers	3,073	2,948	26,680	27,803
Student-Teacher Ratio	17.9	18.8*	19.8	19.6
Number of Schools	101	97*	1,216	1,277
Current Expenditures Per Pupil [2]	$6,622	$7,904	$5,790	$6,419

Portland as a Percentage of Oregon's Public Schools	**1995-96**	**1999-00**
Percent of Students	10.4	10.0
Percent of FRPL	NA	12.0
Percent of IEPs	9.4	10.1
Percent of ELLs	NA	15.2
Percent of Schools	8.3	7.6
Percent of Teachers	11.5	10.6
Percent of State Revenue [3]	10.6	9.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Portland
Oregon State Assessment
Percent Meeting/Exceeding Standard

	Grade	1998	1999	2000	2001	Annualized Change
Reading/Literature						
Portland	3	71	79	79	82	3.7
Oregon	3	78	80	82	84	2.0
Portland	5	64	68	72	74	3.3
Oregon	5	66	68	73	77	3.7
Portland	8	50	55	63	60	3.3
Oregon	8	55	56	63	62	2.3
Portland	10	45	51	52	50	1.7
Oregon	10	48	51	51	52	1.3
Math						
Portland	3	66	67	74	75	3.0
Oregon	3	67	70	75	75	2.7
Portland	5	60	70	73	76	5.3
Oregon	5	61	66	70	73	4.0
Portland	8	52	51	56	59	2.3
Oregon	8	50	52	56	55	1.7
Portland	10	34	38	41	40	2.0
Oregon	10	32	36	40	42	3.3

DISTRICT PROVIDENCE
STATE RHODE ISLAND

STATE READING AND MATH ASSESSMENTS

State Assessment	**New Standards Exam**	**First Year Reported**	**1998**
Grades Tested	**4,8, &10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**PROVIDENCE**		**RHODE ISLAND**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	24,069	26,427	149,799	156,454
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	80.0*	NA	32.9
Percent of Students with IEPs	13.6	17.0*	17.3	18.5
Percent English Language Learners	NA	25.0*	NA	5.9
Percent African American	23.1	22.9	7.0	7.7
Percent Hispanic	41.2	47.4	10.3	13.1
Percent White	24.1	19.2	78.9	75.5
Percent Other	11.6	10.6	3.8	3.7
Number of FTE Teachers	1,377	1,658	10,482	11,041
Student-Teacher Ratio	17.5	15.9	14.3	14.2
Number of Schools	42	52	310	318
Current Expenditures Per Pupil [2]	$6,788	$7,861	$7,304	$7,928

Providence as a Percentage of Rhode Island's Public Schools	**1995-96**	**1999-00**
Percent of Students	16.1	16.9
Percent of FRPL	NA	41.1
Percent of IEPs	12.6	15.5
Percent of ELLs	NA	71.6
Percent of Schools	13.5	16.4
Percent of Teachers	13.1	15.0
Percent of State Revenue [3]	22.6	24.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Providence
R.I. State Assessment
Percent Meeting/Exceeding the Standard

	Grade	1998	1999	2000	2001	Annualized Change
English Language Arts Test-Reading: Basic Understanding						
Providence	4	35.2	53.4	56.9	44.0	2.9
Rhode Island	4	65.4	78.8	78.2	70.0	1.5
Providence	8	23.9	21.9	24.9	27.0	1.0
Rhode Island	8	50.8	45.6	50.2	49.9	-0.3
Providence	10	NA	15.5	19.2	22.0	3.3
Rhode Island	10	NA	28.5	35.9	38.4	5.0
Math-Skills						
Providence	4	24.0	26.7	34.0	31.0	2.3
Rhode Island	4	53.8	56.8	58.7	58.4	1.5
Providence	8	22.7	26.7	25.7	13.0	-3.2
Rhode Island	8	45.3	55.1	55.0	41.3	-1.3
Providence	10	37.0	20.0	21.5	22.0	-5.0
Rhode Island	10	56.1	34.1	38.8	39.2	-5.6

DISTRICT	RICHMOND
STATE	VIRGINIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Standards of Learning Assessments**	**First Year Reported**	**1998**
Grades Tested	**3-6,8, &9**	**How Reported**	**Percent Passing & National Percentile**

DEMOGRAPHICS [1]	**RICHMOND**		**VIRGINIA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	27,708	27,332	1,079,854	1,133,994
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	69.3	NA	29.7
Percent of Students with IEPs	5.3	14.2	13.1	13.8
Percent English Language Learners	NA	1.1	NA	1.9
Percent African American	90.6	90.2	26.5	27.2
Percent Hispanic	0.7	1.1	3.2	4.3
Percent White	7.9	8.1	66.6	64.3
Percent Other	0.8	0.6	3.7	4.2
Number of FTE Teachers	1,982	2,176	74,731	81,073
Student-Teacher Ratio	14.0	12.6	14.4	14.0
Number of Schools	61	63	1,889	1,929
Current Expenditures Per Pupil [2]	$7,054	$7,550	$5,528	$6,065

Richmond as a Percentage of Virginia's Public Schools	**1995-96**	**1999-00**
Percent of Students	2.6	2.4
Percent of FRPL	NA	5.6
Percent of IEPs	2.4	2.5
Percent of ELLs	NA	1.4
Percent of Schools	3.2	3.3
Percent of Teachers	2.7	2.7
Percent of State Revenue [3]	2.4	2.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Richmond
Standards of Learning Assessment
Percent Passing

	Grade	1998	1999	2000	2001	Annualized Change
English						
Richmond	3	35	40	37	44	3.0
Virginia	3	55	61	62	74	6.3
Richmond	5	48	53	52	67	6.3
Virginia	5	68	75	75	82	4.7
Richmond	8	48	41	50	50	0.7
Virginia	8	65	68	74	76	3.7
Math						
Richmond	3	40	41	44	58	6.0
Virginia	3	64	68	72	86	7.3
Richmond	5	22	20	38	47	8.3
Virginia	5	47	51	64	72	8.3
Richmond	8	23	35	32	39	5.3
Virginia	8	53	66	62	70	5.7

Richmond
SAT-9
National Percentile [4]

	Grade	1998	1999	2000	2001	Annualized Change in NCEs
Reading						
Richmond	4	27	30	30	30	0.6
Virginia	4	50	52	53	54	0.7
Richmond	6	31	33	33	34	0.6
Virginia	6	58	59	59	59	0.2
Richmond	9	34	36	36	37	0.6
Virginia	9	58	60	60	60	0.3
Math						
Richmond	4	35	39	39	39	0.7
Virginia	4	53	57	60	61	1.4
Richmond	6	32	35	35	39	1.3
Virginia	6	58	62	65	66	1.5
Richmond	9	32	30	30	34	0.4
Virginia	9	54	55	55	55	0.2

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[4] Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT	ROCHESTER
STATE	NEW YORK

STATE READING AND MATH ASSESSMENTS

State Assessment	**New York State Assessment Program**	**First Year Reported**	**1999**
Grades Tested	**4 & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	ROCHESTER		NEW YORK	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	36,195*	38,273*	2,813,230	2,887,776
Percent Free & Reduced Price Lunch Eligible (FRPL)	78.8	76.9*	NA	41.6
Percent of Students with IEPs	16.2	15.5*	12.9	14.5
Percent English Language Learners	7.9	8.0	NA	1.7
Percent African American	59.2*	62.9	20.2	20.3
Percent Hispanic	17.5*	18.0	17.4	18.3
Percent White	20.6*	16.7	56.9	55.2
Percent Other	2.7*	2.4	5.4	6.2
Number of FTE Teachers	2,475	2,929*	181,559	202,078
Student-Teacher Ratio	14.6	13.1	15.5	14.3
Number of Schools	55	58*	4,149	4,286
Current Expenditures Per Pupil [2]	$8,931	$8,791	$8,361	$8,852

Rochester as a Percentage of New York's Public Schools	**1995-96**	**1999-00**
Percent of Students	1.3	1.3
Percent of FRPL	NA	2.4
Percent of IEPs	1.5	1.4
Percent of ELLs	NA	6.2
Percent of Schools	1.4	1.4
Percent of Teachers	1.4	1.4
Percent of State Revenue [3]	2.0	2.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Rochester
New York State Assessment Program
Percent Scoring Level 3 & 4

	Grade	1999	2000	2001	Annualized Change
English Language Arts					
Rochester	4	24.4	37.5	41.9	8.8
New York State	4	48.1	58.7	60.0	6.0
Rochester	8	23.8	26.6	25.1	0.7
New York State	8	48.1	44.9	44.9	-1.6
Math					
Rochester	4	39.9	37.7	47.5	3.8
New York State	4	66.7	65.0	69.1	1.2
Rochester	8	10.2	11.8	10.7	0.3
New York State	8	37.9	40.3	39.4	0.8

DISTRICT SACRAMENTO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At or Above 50th Percentile**

DEMOGRAPHICS [1]	**SACRAMENTO**		**CALIFORNIA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	50,104	51,898	5,536,406	6,038,589
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.0	NA	46.5
Percent of Students with IEPs	11.1	11.3	10.5	10.7
Percent English Language Learners	NA	28.8	NA	23.9
Percent African American	21.2	21.8	8.8	8.6
Percent Hispanic	22.2	25.3	38.7	42.4
Percent White	28.5	25.5	40.4	37.0
Percent Other	28.1	27.4	12.1	12.0
Number of FTE Teachers	1,944	2,440	230,849	287,344
Student-Teacher Ratio	25.8	21.3	24.0	21.0
Number of Schools	75	77	7,876	8,578
Current Expenditures Per Pupil [2]	$4,914	$5,465	$4,937	$5,644

Sacramento as a Percentage of California's Public Schools	**1995-96**	**1999-00**
Percent of Students	0.9	0.9
Percent of FRPL	NA	1.1
Percent of IEPs	1.0	0.9
Percent of ELLs	NA	1.0
Percent of Schools	1.0	0.9
Percent of Teachers	0.8	0.8
Percent of State Revenue [3]	1.0	0.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Sacramento
SAT/9
Percent Scoring At or Above 50th National Percentile Rank

Reading	Grade	1998	1999	2000	2001	Annualized Change
Sacramento	3	29	37	40	42	4.3
California	3	38	41	44	46	2.7
Sacramento	4	33	36	39	43	3.3
California	4	40	41	45	47	2.3
Sacramento	5	33	37	38	40	2.3
California	5	41	42	44	45	1.3
Sacramento	6	37	41	43	44	2.3
California	6	42	44	46	47	1.7
Sacramento	7	36	39	41	43	2.3
California	7	44	44	46	48	1.3
Sacramento	8	40	43	43	45	1.7
California	8	46	47	49	50	1.3
Sacramento	9	26	28	29	27	0.3
California	9	34	34	35	35	0.3
Sacramento	10	27	26	29	26	-0.3
California	10	32	33	34	34	0.7
Sacramento	11	32	33	32	35	1.0
California	11	36	35	36	37	0.3

Math	Grade	1998	1999	2000	2001	Annualized Change
Sacramento	3	29	46	54	59	10.0
California	3	40	48	56	59	6.3
Sacramento	4	32	39	49	56	8.0
California	4	39	44	51	54	5.0
Sacramento	5	34	43	49	55	7.0
California	5	41	45	50	54	4.3
Sacramento	6	41	50	57	61	6.7
California	6	46	50	55	57	3.7
Sacramento	7	39	41	43	52	4.3
California	7	42	45	48	50	2.7
Sacramento	8	39	43	45	46	2.3
California	8	42	45	48	49	2.3
Sacramento	9	40	42	45	45	1.7
California	9	47	48	51	51	1.3
Sacramento	10	38	39	40	40	0.7
California	10	41	44	46	45	1.3
Sacramento	11	41	45	45	48	2.3
California	11	43	45	47	46	1.0

Sacramento
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Sacramento	4					
African American		24	26	31	34	
Gap		***-28***	***-31***	***-29***	***-32***	***4***
White		52	57	60	66	
Gap		***-29***	***-30***	***-30***	***-35***	***6***
Hispanic		23	27	30	31	
California	4					
African American		24	27	30	33	
Gap		***-37***	***-37***	***-38***	***-37***	***0***
White		61	64	68	70	
Gap		***-43***	***-43***	***-44***	***-43***	***0***
Hispanic		18	21	24	27	
Sacramento	8					
African American		30	34	30	32	
Gap		***-32***	***-26***	***-35***	***-32***	***0***
White		62	60	65	64	
Gap		***-32***	***-25***	***-30***	***-29***	***-3***
Hispanic		30	35	35	35	
California	8					
African American		31	31	34	35	
Gap		***-36***	***-37***	***-36***	***-36***	***0***
White		67	68	70	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-1***
Hispanic		25	26	28	30	
Sacramento	10					
African American		14	16	18	15	
Gap		***-37***	***-32***	***-33***	***-30***	***-7***
White		51	48	51	45	
Gap		***-33***	***-31***	***-32***	***-27***	***-6***
Hispanic		18	17	19	18	
California	10					
African American		18	17	18	19	
Gap		***-32***	***-33***	***-33***	***-33***	***1***
White		50	50	51	52	
Gap		***-36***	***-35***	***-36***	***-36***	***0***
Hispanic		14	15	15	16	

Sacramento
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
Sacramento	4					
African American		17	23	36	42	
Gap		***-31***	***-30***	***-29***	***-32***	***1***
White		48	53	65	74	
Gap		***-28***	***-23***	***-28***	***-28***	***0***
Hispanic		20	30	37	46	
California	4					
African American		21	25	32	36	
Gap		***-36***	***-36***	***-37***	***-36***	***0***
White		57	61	69	72	
Gap		***-36***	***-35***	***-35***	***-33***	***-3***
Hispanic		21	26	34	39	
Sacramento	8					
African American		19	27	25	26	
Gap		***-38***	***-27***	***-39***	***-35***	***-3***
White		57	54	64	61	
Gap		***-33***	***-24***	***-35***	***-31***	***-2***
Hispanic		24	30	29	30	
California	8					
African American		21	23	26	27	
Gap		***-39***	***-40***	***-40***	***-40***	***1***
White		60	63	66	67	
Gap		***-39***	***-38***	***-38***	***-37***	***-2***
Hispanic		21	25	28	30	
Sacramento	10					
African American		16	17	18	23	
Gap		***-39***	***-36***	***-35***	***-28***	***-11***
White		55	53	53	51	
Gap		***-31***	***-30***	***-27***	***-23***	***-8***
Hispanic		24	23	26	28	
California	10					
African American		21	22	24	23	
Gap		***-35***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	
Gap		***-34***	***-33***	***-33***	***-32***	***-2***
Hispanic		22	25	27	27	

DISTRICT	SALT LAKE CITY
STATE	UTAH

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1997**
Grades Tested	**5, 8 & 11**	**How Reported**	**National Percentile**

DEMOGRAPHICS [1]	**SALT LAKE CITY**		**UTAH**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	25,712	25,357	477,121	480,255
Percent Free & Reduced Price Lunch Eligible (FRPL)	45.3*	48.0	NA	27.5
Percent of Students with IEPs	13.1	12.7	11.2	11.6
Percent English Language Learners	NA	25.8	NA	7.8
Percent African American	2.7*	3.4	0.7	0.9
Percent Hispanic	18.3*	27.1	5.3	8.0
Percent White	67.8	58.0	90.4	86.9
Percent Other	11.2	11.5	3.6	4.2
Number of FTE Teachers	1,216*	1,203	20,039	21,832
Student-Teacher Ratio	19.9	21.1	23.8	22.0
Number of Schools	40	42	735	788
Current Expenditures Per Pupil [2]	$4,595	$4,470	$3,604	$3,969

Salt Lake City as a Percentage of Utah's Public Schools	**1995-96**	**1999-00**
Percent of Students	5.4	5.3
Percent of FRPL	NA	9.2
Percent of IEPs	6.3	5.8
Percent of ELLs	NA	17.5
Percent of Schools	5.4	5.3
Percent of Teachers	6.1	5.5
Percent of State Revenue [3]	4.4	4.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Salt Lake City[4]
SAT-9[5]
National Percentile[6]

	Grade	1997	1998	1999	2000	2001	Annualized Change in NCEs
Reading							
Salt Lake City	5	42	36	39	49	39	-0.4
Utah	5	49	47	47	49	49	0.0
Salt Lake City	8	46	46	46	53	41	-0.7
Utah	8	53	53	53	53	53	0.0
Salt Lake City	11	60	60	60	60	50	-1.3
Utah	11	60	60	60	60	55	-0.7
Math							
Salt Lake City	5	46	39	46	44	44	-0.3
Utah	5	52	49	49	49	49	-0.4
Salt Lake City	8	47	50	47	58	41	-0.8
Utah	8	60	58	58	58	58	-0.3
Salt Lake City	11	63	63	68	63	63	0.0
Utah	11	68	68	68	68	68	0.0

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[4] Utah also administers a criterion-referenced test. Data from these tests will be reported in subsequent reports.

[5] The SAT 9 is administered in October.

[6] Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT	SAN DIEGO
STATE	CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At/Above 50th Percentile**

DEMOGRAPHICS [1]	**SAN DIEGO**		**CALIFORNIA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	130,360	140,744*	5,536,406	6,038,589
Percent Free & Reduced Price Lunch Eligible (FRPL)	59.7*	58.1*	NA	46.5
Percent of Students with IEPs	10.2	10.6	10.5	10.7
Percent English Language Learners	27.4*	28.4*	NA	23.9
Percent African American	16.9	16.6	8.8	8.6
Percent Hispanic	33.3	37.2	38.7	42.4
Percent White	30.0	27.5	40.4	37.0
Percent Other	19.8	18.7	12.1	12.0
Number of FTE Teachers	5,786	7,341	230,849	287,344
Student-Teacher Ratio	22.5	19.2	24.0	21.0
Number of Schools	164	177	7,876	8,578
Current Expenditures Per Pupil [2]	$5,328	$5,917	$4,937	$5,644

San Diego as a Percentage of California's Public Schools	**1995-96**	**1999-00**
Percent of Students	2.4	2.3
Percent of FRPL	NA	2.9
Percent of IEPs	2.3	2.3
Percent of ELLs	NA	2.8
Percent of Schools	2.1	2.1
Percent of Teachers	2.5	2.6
Percent of State Revenue [3]	2.1	2.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

San Diego
SAT/9
Percent Scoring At or Above 50th National Percentile Rank

Reading	Grade	1998	1999	2000	2001	Annualized Change
San Diego	3	41	47	52	49	2.7
California	3	38	41	44	46	2.7
San Diego	4	41	42	48	49	2.7
California	4	40	41	45	47	2.3
San Diego	5	44	44	44	47	1.0
California	5	41	42	44	45	1.3
San Diego	6	43	45	47	48	1.7
California	6	42	44	46	47	1.7
San Diego	7	44	44	48	48	1.3
California	7	44	44	46	48	1.3
San Diego	8	45	48	51	52	2.3
California	8	46	47	49	50	1.3
San Diego	9	36	36	40	38	0.7
California	9	34	34	35	35	0.3
San Diego	10	34	35	37	38	1.3
California	10	32	33	34	34	0.7
San Diego	11	37	38	40	37	0.0
California	11	36	35	36	37	0.3

Math	Grade	1998	1999	2000	2001	Annualized Change
San Diego	3	46	57	64	61	5.0
California	3	40	48	56	59	6.3
San Diego	4	42	46	56	52	3.3
California	4	39	44	51	54	5.0
San Diego	5	45	47	50	52	2.3
California	5	41	45	50	54	4.3
San Diego	6	47	50	53	52	1.7
California	6	46	50	55	57	3.7
San Diego	7	42	42	46	47	1.7
California	7	42	45	48	50	2.7
San Diego	8	40	43	45	43	1.0
California	8	42	45	48	49	2.3
San Diego	9	48	49	55	53	1.7
California	9	47	48	51	51	1.3
San Diego	10	42	46	52	48	2.0
California	10	41	44	46	45	1.3
San Diego	11	45	49	56	49	1.3
California	11	43	45	47	46	1.0

San Diego
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
San Diego	4					
African American		27	30	38	38	
Gap		***-40***	***-40***	***-39***	***-38***	***-2***
White		67	70	77	76	
Gap		***-47***	***-49***	***-50***	***-46***	***-1***
Hispanic		20	21	27	30	
California	4					
African American		24	27	30	33	
Gap		***-37***	***-37***	***-38***	***-37***	***0***
White		61	64	68	70	
Gap		***-43***	***-43***	***-44***	***-43***	***0***
Hispanic		18	21	24	27	
San Diego	8					
African American		32	32	39	38	
Gap		***-40***	***-43***	***-40***	***-43***	***3***
White		72	75	79	81	
Gap		***-47***	***-47***	***-49***	***-52***	***5***
Hispanic		25	28	30	29	
California	8					
African American		31	31	34	35	
Gap		***-36***	***-37***	***-36***	***-36***	***0***
White		67	68	70	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-1***
Hispanic		25	26	28	30	
San Diego	10					
African American		18	20	21	20	
Gap		***-43***	***-42***	***-41***	***-44***	***1***
White		61	62	62	64	
Gap		***-43***	***-44***	***-43***	***-45***	***2***
Hispanic		18	18	19	19	
California	10					
African American		18	17	18	19	
Gap		***-32***	***-33***	***-33***	***-33***	***1***
White		50	50	51	52	
Gap		***-36***	***-35***	***-36***	***-36***	***0***
Hispanic		14	15	15	16	

San Diego
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
San Diego	4					
African American		25	31	41	36	
Gap		***-39***	***-39***	***-37***	***-40***	***1***
White		64	70	78	76	
Gap		***-41***	***-42***	***-40***	***-40***	***-1***
Hispanic		23	28	38	36	
California	4					
African American		21	25	32	36	
Gap		***-36***	***-36***	***-37***	***-36***	***0***
White		57	61	69	72	
Gap		***-36***	***-35***	***-35***	***-33***	***-3***
Hispanic		21	26	34	39	
San Diego	8					
African American		19	20	24	21	
Gap		***-44***	***-46***	***-45***	***-47***	***3***
White		63	66	69	68	
Gap		***-43***	***-43***	***-44***	***-45***	***2***
Hispanic		20	23	25	23	
California	8					
African American		21	23	26	27	
Gap		***-39***	***-40***	***-40***	***-40***	***1***
White		60	63	66	67	
Gap		***-39***	***-38***	***-38***	***-37***	***-2***
Hispanic		21	25	28	30	
San Diego	10					
African American		18	25	30	22	
Gap		***-44***	***-41***	***-41***	***-44***	***0***
White		62	66	71	66	
Gap		***-39***	***-41***	***-40***	***-38***	***-1***
Hispanic		23	25	31	28	
California	10					
African American		21	22	24	23	
Gap		***-35***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	
Gap		***-34***	***-33***	***-33***	***-32***	***-2***
Hispanic		22	25	27	27	

DISTRICT SAN FRANCISCO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At or Above 50th Percentile**

DEMOGRAPHICS [1]	**SAN FRANCISCO**		**CALIFORNIA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	61,734*	60,896	5,536,406	6,038,589
Percent Free & Reduced Price Lunch Eligible (FRPL)	60.6	54.3	NA	46.5
Percent of Students with IEPs	10.8	11.3	10.5	12.1
Percent English Language Learners	30.5*	30.8	NA	23.9
Percent African American	17.5	15.6	8.8	8.6
Percent Hispanic	20.5	21.5	38.7	42.4
Percent White	13.1	11.9	40.4	37.0
Percent Other	48.9	51.0	12.1	12.0
Number of FTE Teachers	2,972	3,188	230,849	287,344
Student-Teacher Ratio	20.8	19.1	24.0	21.0
Number of Schools	111	116	7,876	8,578
Current Expenditures Per Pupil [2]	$5,357	$6,031	$4,937	$5,644

San Francisco as a Percentage of California's Public Schools	**1995-96**	**1999-00**
Percent of Students	1.1	1.0
Percent of FRPL	NA	1.2
Percent of IEPs	1.2	0.9
Percent of ELLs	NA	1.3
Percent of Schools	1.4	1.4
Percent of Teachers	1.3	1.1
Percent of State Revenue [3]	0.8	0.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

San Francisco
SAT/9
Percent Scoring At or Above 50th National Percentile Rank

Reading	Grade	1998	1999	2000	2001	Annualized Change
San Francisco	3	38	42	45	46	2.7
California	3	38	41	44	46	2.7
San Francisco	4	44	43	50	51	2.3
California	4	40	41	45	47	2.3
San Francisco	5	45	44	46	47	0.7
California	5	41	42	44	45	1.3
San Francisco	6	42	45	46	45	1.0
California	6	42	44	46	47	1.7
San Francisco	7	47	50	50	48	0.3
California	7	44	44	46	48	1.3
San Francisco	8	48	49	51	48	0.0
California	8	46	47	49	50	1.3
San Francisco	9	41	43	42	40	-0.3
California	9	34	34	35	35	0.3
San Francisco	10	38	39	39	37	-0.3
California	10	32	33	34	34	0.7
San Francisco	11	43	41	43	40	-1.0
California	11	36	35	36	37	0.3

Math	Grade	1998	1999	2000	2001	Annualized Change
San Francisco	3	50	55	61	61	3.7
California	3	40	48	56	59	6.3
San Francisco	4	50	51	56	58	2.7
California	4	39	44	51	54	5.0
San Francisco	5	54	54	58	60	2.0
California	5	41	45	50	54	4.3
San Francisco	6	53	56	58	59	2.0
California	6	46	50	55	57	3.7
San Francisco	7	54	54	57	57	1.0
California	7	42	45	48	50	2.7
San Francisco	8	53	54	59	57	1.3
California	8	42	45	48	49	2.3
San Francisco	9	63	64	67	65	0.7
California	9	47	48	51	51	1.3
San Francisco	10	55	57	60	59	1.3
California	10	41	44	46	45	1.3
San Francisco	11	62	60	64	60	-0.7
California	11	43	45	47	46	1.0

San Francisco
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
San Francisco	4					
African American		21	23	25	27	
Gap		***-47***	***-49***	***-56***	***-46***	***-1***
White		68	72	81	73	
Gap		***-40***	***-49***	***-50***	***-44***	***4***
Hispanic		28	23	31	29	
California	4					
African American		24	27	30	33	
Gap		***-37***	***-37***	***-38***	***-37***	***0***
White		61	64	68	70	
Gap		***-43***	***-43***	***-44***	***-43***	***0***
Hispanic		18	21	24	27	
San Francisco	8					
African American		29	26	28	29	
Gap		***-41***	***-51***	***-46***	***-43***	***2***
White		70	77	74	72	
Gap		***-39***	***-45***	***-40***	***-40***	***1***
Hispanic		31	32	34	32	
California	8					
African American		31	31	34	35	
Gap		***-36***	***-37***	***-36***	***-36***	***0***
White		67	68	70	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-1***
Hispanic		25	26	28	30	
San Francisco	10					
African American		17	17	21	16	
Gap		***-47***	***-49***	***-41***	***-43***	***-4***
White		64	66	62	59	
Gap		***-40***	***-43***	***-39***	***-39***	***-1***
Hispanic		24	23	23	20	
California	10					
African American		18	17	18	19	
Gap		***-32***	***-33***	***-33***	***-33***	***1***
White		50	50	51	52	
Gap		***-36***	***-35***	***-36***	***-36***	***0***
Hispanic		14	15	15	16	

San Francisco
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	Change in Gap
San Francisco	4					
African American		17	21	23	28	
Gap		***-45***	***-44***	***-52***	***-43***	***-2***
White		62	65	75	71	
Gap		***-32***	***-39***	***-38***	***-37***	***5***
Hispanic		30	26	37	34	
California	4					
African American		21	25	32	36	
Gap		***-36***	***-36***	***-37***	***-36***	***0***
White		57	61	69	72	
Gap		***-36***	***-35***	***-35***	***-33***	***-3***
Hispanic		21	26	34	39	
San Francisco	8					
African American		20	22	21	21	
Gap		***-47***	***-49***	***-53***	***-49***	***2***
White		67	71	74	70	
Gap		***-44***	***-46***	***-44***	***-41***	***-3***
Hispanic		23	25	30	29	
California	8					
African American		21	23	26	27	
Gap		***-39***	***-40***	***-40***	***-40***	***1***
White		60	63	66	67	
Gap		***-39***	***-38***	***-38***	***-37***	***-2***
Hispanic		21	25	28	30	
San Francisco	10					
African American		20	21	29	24	
Gap		***-47***	***-49***	***-42***	***-42***	***-5***
White		67	70	71	66	
Gap		***-39***	***-39***	***-39***	***-33***	***-6***
Hispanic		28	31	32	33	
California	10					
African American		21	22	24	23	
Gap		***-35***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	
Gap		***-34***	***-33***	***-33***	***-32***	***-2***
Hispanic		22	25	27	27	

DISTRICT	SEATTLE
STATE	WASHINGTON

STATE READING AND MATH ASSESSMENTS

State Assessment	**Washington Assessment of Student Learning, & ITBS**	**First Year Reported**	**1998**
Grades Tested	**3, 4, 6, 7, 9 & 10**	**How Reported**	**Performance Level & National Percentile**

DEMOGRAPHICS [1]	**SEATTLE**		**WASHINGTON**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	46,757	47,989	956,572	1,003,714
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	39.8*	NA	NA
Percent of Students with IEPs	9.9	11.8	11.1	11.8
Percent English Language Learners	NA	13.0*	NA	NA
Percent African American	23.0	23.2	4.7	5.2
Percent Hispanic	8.0	9.7	7.8	9.6
Percent White	41.1	40.2	78.3	75.3
Percent Other	27.9	27.0	9.1	9.9
Number of FTE Teachers	2,420	2,492	46,907	50,368
Student-Teacher Ratio	19.3	19.3	20.4	19.9
Number of Schools	114	118	2,124	2,281
Current Expenditures Per Pupil [2]	$6,723	$6,865	$5,639	$6,040

Seattle as a Percentage of Washington's Public Schools	**1995-96**	**1999-00**
Percent of Students	4.9	4.8
Percent of FRPL	NA	NA
Percent of IEPs	4.4	4.8
Percent of ELLs	NA	NA
Percent of Schools	5.4	5.2
Percent of Teachers	5.2	4.9
Percent of State Revenue [3]	4.7	4.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Seattle
Washington Assessment of Student Learning (WASL)
Percent Meeting Standard

	Grade	1998	1999	2000	2001	Annualized Change
Reading						
Seattle	4	52.3	56.0	63.6	63.5	3.7
Washington	4	55.6	59.1	65.8	66.1	3.5
Seattle	7	33.8	40.1	39.8	38.9	1.7
Washington	7	38.4	40.8	41.5	39.8	0.5
Seattle	10	NA	36.0	49.8	49.5	6.8
Washington	10	NA	51.4	59.8	62.4	5.5
Math						
Seattle	4	34.8	35.8	44.3	43.5	2.9
Washington	4	31.2	37.3	41.8	43.4	4.1
Seattle	7	21.8	26.9	30.9	29.9	2.7
Washington	7	20.1	24.2	28.2	27.4	2.4
Seattle	10	NA	24.8	32.2	33.7	4.5
Washington	10	NA	33.0	35.0	38.9	3.0

Seattle
ITBS
National Percentile [4]

		1999	2000	2001	Annualized Change in NCEs
Reading					
Seattle	3	59	60	60	0.3
Washington	3	55	56	57	0.6
Seattle	6	NA	57	55	-1.1
Washington	6	NA	54	53	-0.5
Seattle	9	NA	52	53	0.5
Washington	9	NA	54	53	-0.5
Quantitative Thinking [5]					
Seattle	3	69	69	68	-0.3
Washington	3	60	63	64	1.1
Seattle	6	NA	60	56	-2.1
Washington	6	NA	56	56	0.0

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[4] Annualized change indices are presented in Normal Curve Equivalents.

[5] Grades 3, 8, and 11 were tested in 1998-99. Grades 3, 6, and 9 took the Quantitative Thinking assessment rather than Math.

Seattle
WASL-Reading
Percent Meeting Standard

	Grade	1998	1999	2000	2001	Change in Gap
Seattle	4					
African American		30.6	33.5	40.3	41.3	
Gap		***-41.7***	***-43.5***	***-41.1***	***-41.0***	***-0.7***
White		72.3	77.0	81.4	82.3	
Gap		***-32.1***	***-34.2***	***-30.7***	***-34.3***	***2.2***
Hispanic		40.2	42.8	50.7	48.0	
Washington	4					
African American		35.4	39.3	47.7	48.2	
Gap		***-26.1***	***-26.0***	***-24.1***	***-23.9***	***-2.2***
White		61.5	65.3	71.8	72.1	
Gap		***-33.9***	***-34.0***	***-32.4***	***-31.7***	***-2.2***
Hispanic		27.6	31.3	39.4	40.4	
Seattle	7					
African American		12.2	16.7	15.4	15.9	
Gap		***-40.9***	***-45.9***	***-42.7***	***-41.9***	***1.0***
White		53.1	62.6	58.1	57.8	
Gap		***-32.3***	***-34.5***	***-24.6***	***-33.6***	***1.3***
Hispanic		20.8	28.1	33.5	24.2	
Washington	7					
African American		17.5	19.5	20.4	20.4	
Gap		***-25.8***	***-26.8***	***-26.7***	***-24.5***	***-1.3***
White		43.3	46.3	47.1	44.9	
Gap		***-28.6***	***-28.5***	***-29.4***	***-28.2***	***-0.4***
Hispanic		14.7	17.8	17.7	16.7	
Seattle	10					
African American		NA	15.9	25.4	26.5	
Gap		***NA***	***-38.8***	***-45.1***	***-41.2***	***2.4***
White		NA	54.7	70.5	67.7	
Gap		***NA***	***-34.3***	***-26.7***	***-31.9***	***-2.4***
Hispanic		NA	20.4	43.8	35.8	
Washington	10					
African American		NA	26.1	38.2	40.6	
Gap		***NA***	***-32.2***	***-27.9***	***-27.2***	***-5.0***
White		NA	58.3	66.1	67.8	
Gap		***NA***	***-32.3***	***-30.2***	***-29.4***	***-2.9***
Hispanic		NA	26.0	35.9	38.4	

Seattle
WASL-Math
Percent Meeting Standard

	Grade	1998	1999	2000	2001	Change in Gap
Seattle	4					
African American		14.2	12.0	17.2	15.0	
Gap		***-38.3***	***-43.1***	***-45.7***	***-50.6***	***12.3***
White		52.5	55.1	62.9	65.6	
Gap		***-29.0***	***-32.1***	***-31.4***	***-36.9***	***7.9***
Hispanic		23.5	23.0	31.5	28.7	
Washington	4					
African American		13.0	15.3	18.7	19.5	
Gap		***-22.4***	***-27.2***	***-28.5***	***-29.6***	***7.2***
White		35.4	42.5	47.2	49.1	
Gap		***-7.8***	***-11.2***	***-7.8***	***-8.7***	***0.9***
Hispanic		27.6	31.3	39.4	40.4	
Seattle	7					
African American		2.3	4.7	6.3	5.1	
Gap		***-32.7***	***-41.8***	***-41.9***	***-43.3***	***10.6***
White		35.0	46.5	48.2	48.4	
Gap		***-24.1***	***-31.1***	***-26.7***	***-30.9***	***6.8***
Hispanic		10.9	15.4	21.5	17.5	
Washington	7					
African American		4.9	6.8	8.7	7.8	
Gap		***-17.9***	***-21.3***	***-23.7***	***-23.8***	***5.9***
White		22.8	28.1	32.4	31.6	
Gap		***-17.3***	***-20.9***	***-22.7***	***-23.2***	***5.9***
Hispanic		5.5	7.2	9.7	8.4	
Seattle	10					
African American		NA	5.4	8.3	6.1	
Gap		***NA***	***-35.9***	***-40.2***	***-46.6***	***10.7***
White		NA	41.3	48.5	52.7	
Gap		***NA***	***-30.4***	***-26.4***	***-34.9***	***4.5***
Hispanic		NA	10.9	22.1	17.8	
Washington	10					
African American		NA	9.5	11.7	11.9	
Gap		***NA***	***-28.6***	***-28.4***	***-31.8***	***3.2***
White		NA	38.1	40.1	43.7	
Gap		***NA***	***-26.5***	***-27.5***	***-29.1***	***2.6***
Hispanic		NA	11.6	12.6	14.6	

DISTRICT ST. LOUIS
STATE MISSOURI

STATE READING AND MATH ASSESSMENTS

State Assessment	**Missouri Assessment Program**	**First Year Reported**	**1997**
Grades Tested	**3,4,7,8,10, & 11**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**ST. LOUIS**		**MISSOURI**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	41,711*	45,801*	889,881	914,110
Percent Free & Reduced Price Lunch Eligible (FRPL)	83.0*	81.7*	NA	34.2
Percent of Students with IEPs	15.3*	15.3*	15.2	14.7
Percent English Language Learners	NA	5.8*	NA	0.9
Percent African American	79.7	80.1*	16.1	17.3
Percent Hispanic	0.7	0.9	1.0	1.6
Percent White	18.0	17.3*	81.7	79.7
Percent Other	1.7	1.5	1.2	1.4
Number of FTE Teachers	3,152	3,877*	57,951	63,890
Student-Teacher Ratio	13.2	13.0*	15.4	14.3
Number of Schools	105	109*	2,256	2,355
Current Expenditures Per Pupil [2]	$7,696	$7,330	$5,092	$5,565

St. Louis as a Percentage of Missouri's Public Schools	**1995-96**	**1999-00**
Percent of Students	4.7	5.0
Percent of FRPL	NA	12.0
Percent of IEPs	4.6	5.2
Percent of ELLs	NA	32.3
Percent of Schools	5.0	4.6
Percent of Teachers	5.4	6.1
Percent of State Revenue [3]	7.9	7.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

St. Louis
Missouri Assessment Program (MAP)[4]
Percent Scoring Proficient and Advanced

	Grade	1997	1998	1999	2000	2001	Annualized Change
Communication Arts							
St. Louis	3	NA	10.1	12.0	14.0	17.2	2.4
Missouri	3	NA	28.6	28.8	31.7	31.6	1.0
St. Louis	7	NA	11.7	10.7	12.8	11.4	-0.1
Missouri	7	NA	30.3	30.5	32.3	34.2	1.3
St. Louis	11	NA	10.4	10.0	9.6	8.1	-0.8
Missouri	11	NA	20.7	23.4	22.8	22.6	0.7
Math							
St. Louis	4	10.6	11.8	17.6	17.9	19.2	2.2
Missouri	4	34.1	31.8	35.3	36.7	37.7	0.9
St. Louis	8	3.5	3.6	3.0	4.2	6.3	0.7
Missouri	8	13.5	12.6	10.4	14.1	14.7	0.3
St. Louis	10	5.7	3.0	3.3	3.2	2.6	-0.8
Missouri	10	11.4	7.0	9.7	10.3	12.7	0.3

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[4] The Communications Arts assessment was first administered to students in grades 3, 7, and 11 in 1998.

DISTRICT ST. PAUL
STATE MINNESOTA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Minnesota Comprehensive Assessment & Basic Skills Test**	**First Year Reported**	**1999**
Grades Tested	**3, 5, & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	**ST. PAUL**		**MINNESOTA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	42,520	45,253	835,166	854,034
Percent Free & Reduced Price Lunch Eligible (FRPL)	55.0*	61.3	NA	25.7
Percent of Students with IEPs	15.6*	13.4	12.4	12.6
Percent English Language Learners	20.5*	29.0	NA	4.2
Percent African American	21.2	22.7	4.8	6.2
Percent Hispanic	6.8	9.1	2.0	2.9
Percent White	45.9	35.3	87.4	84.0
Percent Other	26.2	32.8	5.8	6.9
Number of FTE Teachers	2,203	3,290	46,971	56,010
Student-Teacher Ratio	19.3	13.8	17.8	15.2
Number of Schools	68*	70*	2,157	2,361
Current Expenditures Per Pupil [2]	$6,649	$7,394	$5,801	$6,388

St. Paul as a Percentage of Minnesota's Public Schools	**1995-96**	**1999-00**
Percent of Students	5.1	5.3
Percent of FRPL	NA	12.6
Percent of IEPs	6.4	5.6
Percent of ELLs	NA	36.6
Percent of Schools	3.2	3.0
Percent of Teachers	4.7	5.9
Percent of State Revenue [3]	5.9	6.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & IV

	Grade	1999	2000	2001	Annualized Change
Reading					
St. Paul	3	20	23	29	4.5
Minnesota	3	40	44	49	4.5
St. Paul	5	24	27	34	5.0
Minnesota	5	45	52	63	9.0
Math					
St. Paul	3	21	27	34	6.5
Minnesota	3	42	47	53	5.5
St. Paul	5	18	24	27	4.5
Minnesota	5	37	45	50	6.5

St. Paul
Minnesota Basic Standards Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	Annualized Change
Reading						
St. Paul	8	40	49	56	55	5.0
Minnesota	8	68	75	80	79	3.7
Math						
St. Paul	8	39	44	47	46	2.3
Minnesota	8	71	70	72	72	0.3

DISTRICT TOLEDO
STATE OHIO

STATE READING AND MATH ASSESSMENTS

State Assessment	**Ohio Proficiency Tests**	**First Year Reported**	**1996**
Grades Tested	**4, 6, 9, & 12**	**How Reported**	**Percent Proficient**

DEMOGRAPHICS [1]	**TOLEDO**		**OHIO**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	39,193	39,101	1,836,015	1,836,554
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	52.9	NA	27.3
Percent of Students with IEPs	4.7	14.5	3.7	12.3
Percent English Language Learners	NA	NA	NA	NA
Percent African American	43.7	45.5	15.3	16.1
Percent Hispanic	6.2	6.7	1.4	1.6
Percent White	49.3	47.1	82.2	81.1
Percent Other	0.9	0.8	1.1	1.2
Number of FTE Teachers	2,512	2,724	107,347	116,200
Student-Teacher Ratio	15.6	14.4	17.1	15.8
Number of Schools	64	69	3,865	3,894
Current Expenditures Per Pupil [2]	**$6,154**	**$6,562**	**$5,669**	**$6,198**

Toedo as a Percentage of Ohio's Public Schools	**1995-96**	**1999-00**
Percent of Students	2.1	2.1
Percent of FRPL	NA	4.1
Percent of IEPs	2.7	2.5
Percent of ELLs	NA	NA
Percent of Schools	1.7	1.8
Percent of Teachers	2.3	2.3
Percent of State Revenue [3]	2.6	2.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

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[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Toledo
State Proficiency Test
Percent Proficient

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading								
Toledo	4	28.7	33.4	23.6	37.2	34.5	29.1	0.1
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	2.1
Toledo	6	23.8	30.5	29.9	35.4	34.6	35.7	2.4
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	3.0
Toledo	9	71.1	74.2	76.7	81.1	76.8	80.6	1.9
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	1.0
Toledo	12	55.1	52.2	45.1	48.7	40.1	48.1	-1.4
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	1.2
Math								
Toledo	4	25.2	19.5	20.1	27.4	24.4	32.6	1.5
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	3.0
Toledo	6	21.8	30.3	23.5	31.4	33.4	34.6	2.6
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	3.3
Toledo	9	33.4	38.3	39.4	44.0	43.9	46.6	2.6
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	1.7
Toledo	12	29.1	28.5	28.3	29.1	33.9	34.8	1.1
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	2.8

DISTRICT	TUCSON
STATE	ARIZONA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Arizona Instrument to Measure Standards (AIMS)**	**First Year Reported**	**1997**
Grades Tested	**2-9**	**How Reported**	**National Percentiles**

DEMOGRAPHICS [1]	**TUCSON**		**ARIZONA**	
	1995-96	**1999-00**	**1995-96**	**1999-00**
Number of Students	62,317	62,548	743,566	852,612
Percent Free & Reduced Price Lunch Eligible (FRPL)	55.0*	59.0*	NA	NA
Percent of Students with IEPs	9.6	11.1	9.7	11.1
Percent English Language Learners	10.4*	12.6	NA	14.7
Percent African American	6.5	6.7	4.3	4.6
Percent Hispanic	41.0	43.9	30.0	32.7
Percent White	46.5	43.0	56.9	54.0
Percent Other	6.0	6.4	8.9	8.7
Number of FTE Teachers	3,179	3,352	38,017	43,892
Student-Teacher Ratio	19.6	18.7	19.6	19.4
Number of Schools	110	120	1,133	1,641
Current Expenditures Per Pupil [2]	$4,433	$4,783	$4,476	$4,595

Tucson as a Percentage of Arizona's Public Schools	**1995-96**	**1999-00**
Percent of Students	8.4	7.3
Percent of FRPL	NA	NA
Percent of IEPs	8.3	7.3
Percent of ELLs	NA	6.3
Percent of Schools	9.7	7.3
Percent of Teachers	8.4	7.6
Percent of State Revenue [3]	8.4	7.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

Tucson
SAT/9-Reading
National Percentiles[4]

	Grade	1997	1998	1999	2000	2001	Annualized Change in NCEs
Tucson	2	NA	NA	48	43	46	-0.5
Arizona	2	NA	NA	50	52	53	0.8
Tucson	3	41	45	45	44	46	0.7
Arizona	3	44	47	47	48	50	0.8
Tucson	4	49	49	52	48	52	0.4
Arizona	4	52	53	54	54	55	0.4
Tucson	5	47	47	48	48	47	0.0
Arizona	5	50	51	51	51	51	0.1
Tucson	6	48	48	47	45	51	0.4
Arizona	6	52	53	54	53	54	0.3
Tucson	7	49	48	49	46	48	-0.2
Arizona	7	52	52	53	52	53	0.1
Tucson	8	53	51	51	49	52	-0.1
Arizona	8	54	54	54	53	55	0.1
Tucson	9	42	43	42	43	40	-0.3
Arizona	9	43	44	43	43	43	-0.1

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[4] Annualized change indices are presented in Normal Curve Equivalents.

Tucson
SAT/9-Math
National Percentiles[5]

	Grade	1997	1998	1999	2000	2001	Annualized Change in NCEs
Tucson	2	NA	NA	50	44	48	-0.6
Arizona	2	NA	NA	51	55	57	1.6
Tucson	3	34	41	41	43	44	1.4
Arizona	3	41	46	49	52	54	1.7
Tucson	4	40	43	47	44	50	1.3
Arizona	4	48	51	54	55	57	1.2
Tucson	5	40	44	45	48	46	0.8
Arizona	5	47	51	54	55	57	1.3
Tucson	6	48	49	50	49	54	0.8
Arizona	6	54	57	59	60	63	1.2
Tucson	7	45	46	47	47	50	0.7
Arizona	7	50	53	55	56	58	1.1
Tucson	8	48	48	50	50	52	0.6
Arizona	8	50	52	54	56	58	1.1
Tucson	9	54	57	55	59	59	0.7
Arizona	9	54	57	57	59	61	1.0

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[5] Annualized change indices are presented in Normal Curve Equivalents.

Tucson
SAT/9
Normal Curve Equivalents

	Grade	1997	1998	1999	2000	2001	Change in Gap
Reading							
	3						
African American		39.8	40.5	41.5	40.9	42.7	
Gap		***-12.4***	***-13.6***	***-12.6***	***-11.6***	***-12.0***	***-0.4***
White		52.2	54.1	54.1	52.5	54.7	
Gap		***-14.4***	***-13.6***	***-12.4***	***-11.1***	***-12.1***	***-2.6***
Hispanic		37.8	40.5	41.7	41.4	42.9	
	5						
African American		42.5	43.9	44.2	43.4	44.0	
Gap		***-14.6***	***-13.7***	***-13.8***	***-15.6***	***-13.0***	***-1.6***
White		57.1	57.6	58.0	59.0	57.0	
Gap		***-17.6***	***-17.6***	***-17.3***	***-17.8***	***-15.1***	***-2.5***
Hispanic		39.5	40.0	40.7	41.2	41.9	
	8						
African American		45.9	45.7	46.1	42.7	48.1	
Gap		***-12.9***	***-12.6***	***-12.2***	***-14.6***	***-11.1***	***-1.8***
White		58.8	58.3	58.3	57.3	59.2	
Gap		***-15.8***	***-15.4***	***-15.2***	***-15.2***	***-15.9***	***0.1***
Hispanic		43.0	42.9	43.1	42.1	43.3	
Math							
	3						
African American		35.2	38.0	38.8	39.5	40.5	
Gap		***-12.4***	***-13.7***	***-12.8***	***-12.1***	***-12.8***	***0.4***
White		47.6	51.7	51.6	51.6	53.3	
Gap		***-12.5***	***-13.1***	***-11.8***	***-9.9***	***-11.6***	***-0.9***
Hispanic		35.1	38.6	39.8	41.7	41.7	
	5						
African American		35.8	39.4	42.1	42.8	41.9	
Gap		***-17.3***	***-15.4***	***-13.8***	***-15.0***	***-14.1***	***-3.2***
White		53.1	54.8	55.9	57.8	56.0	
Gap		***-16.1***	***-16.1***	***-16.0***	***-16.5***	***-13.7***	***-2.4***
Hispanic		37.0	38.7	39.9	41.3	42.3	
	8						
African American		41.6	41.9	43.4	43.9	46.4	
Gap		***-14.5***	***-14.3***	***-14.3***	***-13.5***	***-11.8***	***-2.7***
White		56.1	56.2	57.7	57.4	58.2	
Gap		***-14.8***	***-14.8***	***-14.8***	***-14.4***	***-13.5***	***-1.3***
Hispanic		41.3	41.4	42.9	43.0	44.7	

DISTRICT WASHINGTON D.C.

READING AND MATH ASSESSMENTS

Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1997**
Grades Tested	**1-11**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	WASHINGTON D.C.	
	1995-96	**1999-00**
Number of Students	79,802	77,194
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.8
Percent of Students with IEPs	8.9	12.2
Percent English Language Learners	6.1*	12.1
Percent African American	87.6	86.2
Percent Hispanic	7.0	8.3
Percent White	4.0	4.1
Percent Other	1.4	1.5
Number of FTE Teachers	5,305	4,779
Student-Teacher Ratio	15.0	16.2
Number of Schools	186	189
Current Expenditures Per Pupil [2]	$8,510	$8,474

NOT APPLICABLE

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 1999-2000, and "Local Education Agency Universe Survey," 1999-2000, U.S. Department of Commerce, Bureau of the Census, 1999 Annual Survey of Local Government Finances: School Systems, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

Washington, D.C.[3]
SAT-9
Percent Basic/Above

	Grade	1997	1998	1999	2000	2001	Annualized Change
Reading							
	1	86	88	86	87	89	0.8
	2	60	71	73	75	74	3.5
	3	62	67	68	74	69	1.8
	4	58	69	71	75	76	4.5
	5	68	75	76	79	80	3.0
	6	73	84	81	86	84	2.8
	7	NA	71	73	77	75	1.3
	8	70	80	80	81	81	2.8
	9	NA	62	63	63	63	0.3
	10	49	53	49	53	53	1.0
	11	50	54	52	52	53	0.8
Math							
	1	NA	87	83	89	89	0.7
	2	NA	68	69	76	76	2.7
	3	65	69	71	81	79	3.5
	4	NA	60	64	74	73	4.3
	5	NA	51	56	63	65	4.7
	6	48	60	59	71	67	4.8
	7	NA	36	36	45	44	2.7
	8	29	41	42	46	47	4.5
	9	NA	39	44	49	48	3.0
	10	11	17	20	28	28	4.3
	11	NA	24	25	25	28	1.3

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[3] Washington, D.C. is both a state and a local district.

DATA SOURCES

State Reading and Math Assessments

Source: *Assessment and Accountability in the Fifty States: 1999-2000*, Consortium for Policy Research in Education, April 2000; State and District accountability reports, State website

Grades Tested

Source: *Assessment and Accountability in the Fifty States: 1999-2000*, Consortium for Policy Research in Education, April 2000; State and District accountability reports, State website

First Year Reported

Source: State and District accountability reports, State website

Notes: Baseline year of current test. Trend line may be different for different tests.

How Reported

Source: State and District accountability reports, State website

Notes: States reported data in scale scores, percent above a specified cutoff, percent at or above a performance level, Normal Curve Equivalents or National Percentiles.

Demographics

Source: U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United Sates: 1995-96*, NCES 98-214, by Beth Aronstamm Young, Washington DC: 1998.

U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United Sates: 1997-98*, NCES 1999-318, by Beth Aronstamm Young, Washington DC: 1999.

U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United Sates: 1998-99*, NCES 2000-345, by Beth Aronstamm Young, Washington DC: 2000.

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U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 1998*, NCES 1999-036, by Thomas D. Snyder. Production Manager, Charlene M. Hoffman. Program Analyst, Claire M. Geddes. Washington DC: 1999

U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 2000*, NCES 2001-034, by Thomas D. Snyder. and Charlene M. Hoffman. Washington DC: 2001.

U.S. Department of Education. National Center for Educational Statistics, Common Core of data. Public Elementary/Secondary School Universe Survey, 1998-99, and Local Education Agency Universe Survey, 1998-99.

Notes: State and district data were not both reported in free priced lunch or free and reduced price lunch for 1995-96 or 1998-99. Current Expenditures Per Pupil data for the 1998-99 school year is from the 1997 fiscal year

CALCULATIONS

Annualized Change

$$\text{Annualized Change} = \frac{\text{(Data from most recent school year – Baseline year)}}{\text{Number of years-1}}$$

Achievement Gaps

African American/White Achievement Gap = African American –White

Hispanic/White Gap = Hispanic-White

Change of Achievement Gaps

Change in Gap = Achievement Gap for the Baseline year – Most current year

Notes: A negative change indicates that the gap is closing. The larger the negative number, the more the gap has closed.

APPENDICES

APPENDIX A: Normal Curve Equivalents (NCE) Corresponding to Percentile Ranks

APPENDIX B: Districts Contributing to N Counts

APPENDIX C: Grades Tested by District: Mathematics

APPENDIX D: Grades Tested by District: Reading

Appendix A. Normal Curve Equivalents (NCE) Corresponding to Percentile Ranks

Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE
1	1.0	26	36.5	51	50.5	76	64.9
2	6.7	27	37.1	52	51.1	77	65.6
3	10.4	28	37.7	53	51.6	78	66.3
4	13.1	29	38.3	54	52.1	79	67.0
5	15.4	30	39.0	55	52.6	80	67.7
6	17.3	31	39.6	56	53.2	81	68.5
7	18.9	32	40.2	57	53.7	82	69.3
8	20.4	33	40.7	58	54.3	83	70.1
9	21.8	34	41.3	59	54.8	84	70.9
10	23.0	35	41.9	60	55.3	85	71.8
11	24.2	36	42.5	61	55.9	86	72.8
12	25.3	37	43.0	62	56.4	87	73.7
13	26.3	38	43.6	63	57.0	88	74.7
14	27.2	39	44.1	64	57.5	89	75.8
15	28.2	40	44.7	65	58.1	90	77.0
16	29.1	41	45.2	66	58.7	91	78.2
17	29.9	42	45.7	67	59.3	92	79.6
18	30.7	43	46.3	68	59.8	93	81.1
19	31.5	44	46.8	69	60.4	94	82.7
20	32.3	45	47.4	70	61.0	95	84.6
21	33.0	46	47.9	71	61.7	96	86.9
22	33.7	47	48.4	72	62.3	97	89.6
23	34.4	48	48.9	73	62.9	98	93.3
24	35.1	49	49.5	74	63.5	99	99.0
25	35.8	50	50.0	75	64.2		

Appendix B. Districts Contributing to N Counts

Figure Number	1				2			3	4	
Grade Level										
District	a	b	c	d	a	b	c	See App. C	f	g
Albuquerque	x	x	x	x	x	x	x			
Anchorage	x	x	x	x	x	x	x			
Atlanta	x	x	x	x	x	x	x			
Austin	x	x	x	x	x	x	x		x	x
Baltimore	x	x	x	x	x	x	x		x	x
Birmingham	x	x	x	x	x	x	x			
Boston	x	x	x	x	x	x	x			
Broward	x	x	x	x	x	x	x		x	x
Buffalo	x	x	x	x	x	x	x			
Charlotte-Mecklenburg	x	x	x	x	x	x	x		x	x
Chicago	x	x	x	x	x	x	x			
Clark County	x	x	x	x	x	x	x			
Cleveland	x	x	x	x	x	x	x			
Columbus	x	x	x	x	x	x	x			
Dallas	x	x	x	x	x	x	x		x	x
Dayton	x	x	x	x	x	x	x			
Denver	x	x	x	x	x	x	x			
Des Moines	x		x		x		x			
Detroit	x	x	x	x	x	x	x			
Fort Worth	x	x	x	x	x	x	x		x	x
Fresno	x	x	x	x	x	x	x		x	x
Greensboro	x	x	x	x	x	x	x		x	x
Hillsborough County	x	x	x	x	x	x	x		x	x
Houston	x	x	x	x	x	x	x		x	x
Indianapolis	x	x	x	x	x	x	x			
Jefferson County	x	x	x	x	x	x	x			
Long Beach	x	x	x	x	x	x	x		x	x
Los Angeles	x	x	x	x	x	x	x		x	x
Memphis	x	x	x	x	x	x	x			
Miami-Dade County	x	x	x	x	x	x	x		x	x
Milwaukee	x	x	x	x	x	x	x		x	x
Minneapolis	x	x	x	x	x	x	x		x	x
Nashville	x	x	x	x	x	x	x			
Newark	x	x	x	x	x	x	x			
New Orleans	x	x	x	x	x	x	x			
New York	x	x	x	x	x	x	x			
Norfolk	x	x	x	x	x	x	x			
Oakland	x	x	x	x	x	x	x		x	x
Oklahoma City	x	x	x	x	x	x	x			
Omaha	x		x		x		x			
Orange County	x	x	x	x	x	x	x			
Philadelphia	x	x	x	x	x	x	x			
Pittsburgh	x	x	x	x	x	x	x			
Portland	x	x	x	x	x	x	x			
Providence	x	x	x	x	x	x	x			
Richmond	x	x	x	x	x	x	x			
Rochester	x	x	x	x	x	x	x			
Sacramento	x	x	x	x	x	x	x		x	x
Salt Lake City	x	x	x	x	x	x	x			
San Diego	x	x	x	x	x	x	x		x	x
San Francisco	x	x	x	x	x	x	x		x	x
Seattle	x	x	x	x	x	x	x			
St. Louis	x	x	x	x	x	x	x		x	x
St. Paul	x	x	x	x	x	x	x			
Toledo	x	x	x	x	x	x	x			
Tucson	x	x	x	x	x	x	x		x	x
Washington, DC	x		x		x		x			
Total Districts	57	54	57	54	57	54	57		21	21

Legend

a = Gains in all grades
b = Gains in all grades faster than state
c = Gains in half or more of all grades
d = Gains in half or more of all grades faster than state
e = Grades with declines
f = African American
g = Hispanic
h = Students with IEPs
i = English Language Learners

Appendix B. Districts Contributing to N Counts (Continued)

Figure Number	5						6		7			
Grade Level	4th		8th		10th							
District	f	g	f	g	f	g	f	g	a	b	c	d
Albuquerque									x	x	x	x
Anchorage									x	x	x	x
Atlanta									x	x	x	x
Austin	x	x	x	x	x	x	x	x	x	x	x	x
Baltimore			x	x			x	x	x	x	x	x
Birmingham									x	x	x	x
Boston									x	x	x	x
Broward			x	x	x	x	x	x	x	x	x	x
Buffalo									x	x	x	x
Charlotte	x	x	x	x			x	x	x	x	x	x
Chicago									x	x	x	x
Clark County									x	x	x	x
Cleveland									x	x	x	x
Columbus									x	x	x	x
Dallas	x	x	x	x	x	x	x	x	x	x	x	x
Dayton									x	x	x	x
Denver									x	x	x	x
Des Moines									x		x	
Detroit									x	x	x	x
Fort Worth	x	x	x	x	x	x	x	x	x	x	x	x
Fresno	x	x	x	x	x	x	x	x	x	x	x	x
Greensboro	x	x	x	x			x	x	x	x	x	x
Hillsborough			x	x	x		x	x	x	x	x	x
Houston	x	x	x	x	x	x	x	x	x	x	x	x
Indianapolis									x	x	x	x
Jefferson County									x	x	x	x
Long Beach	x	x	x	x	x	x	x	x	x	x	x	x
Los Angeles	x	x	x	x	x	x	x	x	x	x	x	x
Memphis									x	x	x	x
Miami			x	x	x	x	x	x	x	x	x	x
Milwaukee	x	x	x	x	x	x	x	x	x	x	x	x
Minneapolis			x	x					x	x	x	x
Nashville									x	x	x	x
Newark									x	x	x	x
New Orleans									x	x	x	x
New York									x	x	x	x
Norfolk									x	x	x	x
Oakland	x	x	x	x	x	x	x	x	x	x	x	x
Oklahoma City									x	x	x	x
Omaha									x		x	
Orange									x	x	x	x
Philadelphia									x	x	x	x
Pittsburgh									x	x	x	x
Portland									x	x	x	x
Providence									x	x	x	x
Richmond									x	x	x	x
Rochester									x	x	x	x
Sacramento	x	x	x	x	x	x	x	x	x	x	x	x
Salt Lake City									x	x	x	x
San Diego	x	x	x	x	x	x	x	x	x	x	x	x
San Francisco	x	x	x	x	x	x	x	x	x	x	x	x
Seattle	x	x			x	x	x	x	x	x	x	x
St. Louis									x	x	x	x
St. Paul									x	x	x	x
Toledo									x	x	x	x
Tucson			x	x					x	x	x	x
Washington, DC									x		x	
Total Districts	15	15	20	20	16	16	19	19	57	54	57	54

Legend

a = Gains in all grades	d = Gains in half or more of all grades faster than state	g = Hispanic
b = Gains in all grades faster than state	e = Grades with declines	h = Students with IEPs
c = Gains in half or more of all grades	f = African American	i = English Language Learners

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Appendix B. Districts Contributing to N Counts (Continued)

Figure Number	8			9	10		11					
Grade Level							4th		8th		10th	
District	a	b	c	See App. D	f	g	f	g	f	g	f	g
Albuquerque	x	x	x									
Anchorage	x	x	x									
Atlanta	x	x	x									
Austin	x	x	x		x	x	x	x	x	x	x	x
Baltimore	x	x	x		x	x			x	x		
Birmingham	x	x	x									
Boston	x	x	x									
Broward	x	x	x		x	x	x	x	x	x	x	x
Buffalo	x	x	x									
Charlotte-Mecklenburg	x	x	x		x	x	x	x	x	x		
Chicago	x	x	x									
Clark County	x	x	x									
Cleveland	x	x	x									
Columbus	x	x	x									
Dallas	x	x	x		x	x	x	x	x	x	x	x
Dayton	x	x	x									
Denver	x	x	x		x	x						
Des Moines	x		x									
Detroit	x	x	x									
Fort Worth	x	x	x		x	x	x	x	x	x	x	x
Fresno	x	x	x		x	x	x	x	x	x	x	x
Greensboro	x	x	x		x	x	x	x	x	x		
Hillsborough County	x	x	x		x	x	x	x	x	x	x	x
Houston	x	x	x		x	x	x	x	x	x	x	x
Indianapolis	x	x	x									
Jefferson County	x	x	x									
Long Beach	x	x	x		x	x	x	x	x	x	x	x
Los Angeles	x	x	x		x	x	x	x	x	x	x	x
Memphis	x	x	x									
Miami-Dade County	x	x	x		x	x	x	x	x	x	x	x
Milwaukee	x	x	x		x	x	x	x	x	x	x	x
Minneapolis	x	x	x		x	x			x	x		
Nashville	x	x	x									
Newark	x	x	x									
New Orleans	x	x	x									
New York	x	x	x									
Norfolk	x	x	x									
Oakland	x	x	x		x	x	x	x	x	x	x	x
Oklahoma City	x	x	x									
Omaha	x		x									
Orange County	x	x	x									
Philadelphia	x	x	x									
Pittsburgh	x	x	x									
Portland	x	x	x									
Providence	x	x	x									
Richmond	x	x	x									
Rochester	x	x	x									
Sacramento	x	x	x		x	x	x	x	x	x	x	x
Salt Lake City	x	x	x									
San Diego	x	x	x		x	x	x	x	x	x	x	x
San Francisco	x	x	x		x	x	x	x	x	x	x	x
Seattle	x	x	x									
St. Louis	x	x	x		x	x	x	x			x	x
St. Paul	x	x	x									
Toledo	x	x	x									
Tucson	x	x	x		x	x			x	x		
Washington, DC	x		x									
Total Districts	57	54	57		22	22	18	18	20	20	16	16

Legend

a = Gains in all grades	d = Gains in half or more of all grades faster than state	g = Hispanic
b = Gains in all grades faster than state	e = Grades with declines	h = Students with IEPs
c = Gains in half or more of all grades	f = African American	i = English Language Learners

Appendix B. Districts Contributing to N Counts (Continued)

Figure Number	12		13	14	15		16	17	18	19
Grade Level										
District	f	g			h	i				
Albuquerque			x	x	x	x	x	x	x	x
Anchorage			x	x	x	x	x	x	x	x
Atlanta			x	x	x	x	x	x	x	x
Austin	x	x	x	x	x	x	x	x	x	x
Baltimore	x	x	x	x	x	x	x	x	x	x
Birmingham			x	x	x	x	x	x	x	x
Boston			x	x	x	x	x	x	x	x
Broward	x	x	x	x	x	x	x	x	x	x
Buffalo			x	x	x	x	x	x	x	x
Charlotte-Mecklenburg	x	x	x	x	x	x	x	x	x	x
Chicago			x	x	x	x	x	x	x	x
Clark County			x	x	x		x	x	x	x
Cleveland			x	x	x		x	x	x	x
Columbus			x	x	x	x	x	x	x	x
Dallas	x	x	x	x	x	x	x	x	x	x
Dayton			x	x	x		x	x	x	x
Denver	x	x	x	x	x		x	x	x	x
Des Moines			x	x	x	x	x	x	x	x
Detroit			x	x	x		x	x	x	x
Fort Worth	x	x	x	x	x	x	x	x	x	x
Fresno	x	x	x	x	x	x	x	x	x	x
Greensboro	x	x	x	x	x	x	x	x	x	x
Hillsborough County	x	x	x	x	x	x	x	x	x	x
Houston	x	x	x	x	x	x	x	x	x	x
Indianapolis			x	x	x	x	x	x	x	x
Jefferson County			x	x	x		x	x	x	x
Long Beach	x	x	x	x	x	x	x	x	x	x
Los Angeles	x	x	x	x	x	x	x	x	x	x
Memphis			x	x	x	x	x	x	x	x
Miami-Dade County	x	x	x	x	x	x	x	x	x	x
Milwaukee	x	x	x	x	x	x	x	x	x	x
Minneapolis			x	x	x	x	x	x	x	x
Nashville			x	x	x	x	x	x	x	x
Newark			x	x	x		x	x	x	x
New Orleans			x	x	x	x	x	x	x	x
New York			x	x	x	x	x	x	x	x
Norfolk			x	x	x	x	x	x	x	x
Oakland	x	x	x	x	x	x	x	x	x	x
Oklahoma City			x	x	x	x	x	x	x	x
Omaha			x	x	x	x	x	x	x	x
Orange County			x	x	x	x	x	x	x	x
Philadelphia			x	x	x	x	x	x	x	x
Pittsburgh			x	x	x		x	x	x	x
Portland			x	x	x		x	x	x	x
Providence			x	x	x	x	x	x	x	x
Richmond			x	x	x	x	x	x	x	x
Rochester			x	x	x	x	x	x	x	x
Sacramento	x	x	x	x	x	x	x	x	x	x
Salt Lake City			x	x	x	x	x	x	x	x
San Diego	x	x	x	x	x	x	x	x	x	x
San Francisco	x	x	x	x	x	x	x	x	x	x
Seattle			x	x	x	x	x	x	x	x
St. Louis	x	x	x	x	x	x	x	x	x	x
St. Paul			x	x	x	x	x	x	x	x
Toledo			x	x	x		x	x	x	x
Tucson			x	x	x	x	x	x	x	x
Washington, DC			x	x	x	x	x	x	x	x
Total Districts	20	20	57	57	57	47	57	57	57	57

Legend

a = Gains in all grades
b = Gains in all grades faster than state
c = Gains in half or more of all grades
d = Gains in half or more of all grades faster than state
e = Grades with declines
f = African American
g = Hispanic
h = Students with IEPs
i = English Language Learners

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Appendix C. Grades Tested by District: Mathematics

District	1	2	3	4	5	6	7	8	9	10	11	12
Albuquerque			x	x	x	x	x	x	x	x		
Anchorage			x			x		x		x		
Atlanta				x		x		x			x	
Austin			x	x	x	x	x	x		x		
Baltimore			x		x			x				
Birmingham			x	x	x	x	x	x	x	x	x	
Boston				x				x		x		
Broward					x			x		x		
Buffalo				x				x				
Charlotte-Mecklenburg			x	x	x	x	x	x				
Chicago			x		x			x				
Clark Cty				x				x		x		
Cleveland				x		x			x			x
Columbus				x		x			x			x
Dallas			x	x	x	x	x	x		x		
Dayton				x		x			x			x
Denver					x			x				
Des Moines			x	x		x	x	x				
Detroit				x								
Fort Worth			x	x	x	x	x	x		x		
Fresno			x	x	x	x	x	x	x	x	x	
Greensboro			x	x	x	x	x	x				
Hillsborough County					x			x		x		
Houston			x	x	x	x	x	x		x		
Indianapolis			x			x		x		x		
Jefferson County			x		x	x		x	x		x	
Long Beach			x	x	x	x	x	x	x	x	x	
Los Angeles			x	x	x	x	x	x	x	x	x	
Memphis			x	x	x	x	x	x	x			
Miami-Dade County					x			x		x		
Milwaukee				x				x		x		
Minneapolis			x		x			x				
Nashville			x	x	x	x	x	x	x			
Newark				x				x			x	
New Orleans			x	x	x	x	x	x	x			
New York				x				x				
Norfolk			x	x	x	x		x	x			
Oakland			x	x	x	x	x	x	x	x	x	
Oklahoma City					x			x				
Omaha		x		x		x		x				
Orange County					x			x		x		
Philadelphia					x			x			x	
Pittsburgh					x			x			x	
Portland			x		x			x		x		
Providence				x				x		x		
Richmond			x	x	x	x		x	x			
Rochester				x				x				
Sacramento			x	x	x	x	x	x	x	x	x	
Salt Lake City					x			x			x	
San Diego			x	x	x	x	x	x	x	x	x	
San Francisco			x	x	x	x	x	x	x	x	x	
Seattle			x		x			x		x		
St. Louis			x	x		x	x			x		
St. Paul				x				x				
Toledo				x		x			x			x
Tucson		x	x	x	x	x	x	x	x			
Washington, DC	x	x	x	x	x	x	x	x	x	x	x	
Total Districts	1	3	32	40	37	33	22	51	21	27	15	4

Appendix D. Grades Tested by District: Reading

District	1	2	3	4	5	6	7	8	9	10	11	12
Albuquerque			x	x	x	x	x	x	x	x		
Anchorage			x			x		x		x		
Atlanta				x		x		x			x	
Austin			x	x	x	x	x	x		x		
Baltimore			x		x			x				
Birmingham			x	x	x	x	x	x	x	x	x	
Boston				x				x		x		
Broward				x				x		x		
Buffalo				x				x				
Charlotte-Mecklenburg			x	x	x	x	x	x				
Chicago			x		x			x				
Clark City				x				x		x		
Cleveland				x		x			x			x
Columbus				x		x			x			x
Dallas			x	x	x	x	x	x		x		
Dayton				x		x			x			x
Denver			x	x			x					
Des Moines			x	x		x	x	x				
Detroit				x			x					
Fort Worth			x	x	x	x	x	x		x		
Fresno			x	x	x	x	x	x	x	x	x	
Greensboro			x	x	x	x	x	x				
Hillsborough County				x				x		x		
Houston			x	x	x	x	x	x		x		
Indianapolis			x			x		x		x		
Jefferson County			x	x		x	x		x	x		
Long Beach			x	x	x	x	x	x	x	x	x	
Los Angeles			x	x	x	x	x	x	x	x	x	
Memphis			x	x	x	x	x	x	x			
Miami-Dade County				x				x		x		
Milwaukee			x	x				x		x		
Minneapolis			x		x			x				
Nashville			x	x	x	x	x	x	x			
Newark				x				x			x	
New Orleans			x	x	x	x	x	x	x			
New York				x				x				
Norfolk			x	x	x	x		x	x			
Oakland			x	x	x	x	x	x	x	x	x	
Oklahoma City					x			x				
Omaha		x		x		x		x				
Orange County				x				x		x		
Philadelphia					x			x			x	
Pittsburgh					x			x			x	
Portland			x		x			x		x		
Providence				x				x		x		
Richmond			x	x	x	x		x	x			
Rochester				x				x				
Sacramento			x	x	x	x	x	x	x	x	x	
Salt Lake City					x			x			x	
San Diego			x	x	x	x	x	x	x	x	x	
San Francisco			x	x	x	x	x	x	x	x	x	
Seattle			x		x			x		x		
St. Louis			x	x		x	x		x		x	
St. Paul			x				x					
Toledo				x		x			x			x
Tucson		x	x	x	x	x	x	x	x			
Washington, DC	x	x	x	x	x	x	x	x	x	x	x	
Total Districts	1	3	35	45	31	33	26	48	22	27	15	4

Council Board of Directors and Member Districts 2001-02

School District	Superintendent	Board Representative
Albuquerque Public Schools	Michael Vigil	Mary Lee Martin
Anchorage School District	Carol Comeau	Jake Metcalfe
Atlanta Public Schools	Beverly L. Hall	Sadie J. Dennard
Austin Independent School District	Pascal Forgione	Kathy Rider
Baltimore City Public Schools	Carmen V. Russo	Patricia L Welch
Birmingham City Schools	Johnny E. Brown	Annie Davis
Boston Public Schools	Thomas Payzant	Elizabeth Reilinger
Broward County Public Schools	Franklin Till	Judie S. Budnick
Buffalo City School District	Marion Canedo	Paul Buchanan
Charlotte-Mecklenburg Schools	Eric Smith	Arthur Griffin
Chicago Public Schools	Arne Duncan	Michael Scott
Clark County School District	Carlos Garcia	Mary Beth Scow
Cleveland Municipal School District	Barbara Byrd-Bennett	George Dixon
Columbus Public Schools	Gene Harris	Karen Schwarzwalder
Dallas Independent School District	Mike Moses	Ken Zornes
Dayton Public Schools	Jerrie McGill	Tony Hill
Denver Public Schools	Jerry Wartgow	Elaine Gantz Berman
Des Moines Independent Community School District	Eric Witherspoon	Margaret Borgen
Detroit Public Schools	Kenneth Burnley	Frank Fountain
District of Columbia Public Schools	Paul Vance	Peggy Cooper-Cafritz
Fort Worth Independent School District	Thomas Tocco	Jesse Martinez
Fresno Unified School District	Santiago Wood	Manuel Nunez
Guilford County Schools	Terry Grier	Calvin J. Boykin
Hillsborough County School District	Earl Lennard	Candy Olson
Houston Independent School District	Kaye Stripling	Arthur Gaines
Indianapolis Public Schools	Duncan N.P. Pritchett	Clarke C. Campbell
Jefferson County Public Schools	Stephen Daeschner	Ann V. Elmore
Long Beach Unified School District	Carl A. Cohn	Karin Polacheck
Los Angeles Unified School District	Roy Romer	Genethia Hudley Hayes
Memphis City Public Schools	Johnnie Watson	Michael Hooks
Miami-Dade County Public Schools	Merrett M. Stierheim	Robert Ingram
Milwaukee Public Schools	Spence Korte	Lawrence J. O'Neil
Minneapolis Public Schools	Carol Johnson	Judith L. Farmer
Nashville-Davidson Metropolitan Public Schools	Pedro Garcia	George H. Thompson III
New Orleans Public Schools	Alphonse G. Davis	Gail Moore Glapion
New York City Board of Education	Harold Levy	Sandra Lerner
Newark Public Schools	Marion A. Bolden	Dana Rone
Norfolk Public Schools	John Simpson	Anna Dodson
Oakland Unified School District	Dennis Chaconas	Jean Quan
Oklahoma City Public Schools	William F Weitzel	Joseph L Clytus
Omaha Public Schools	John J. Mackiel	Mona McGregor
Orange County Public Schools	Ronald Blocker	Linda Sutherland
Philadelphia Public Schools	Deidre Farmbry	Dorothy Sumners-Rush
Pittsburgh Public Schools	John W. Thompson	William Isler
Portland Public Schools	Jim Scherzinger	Marc Abrams
Providence Public Schools	Diana Lam	Gertrude Blakey
Richmond Public Schools	Albert Williams	Larry Olanrewaju
Rochester City School District	Clifford Janey	Bolgen Vargas
Sacramento City Unified School District	James Sweeney	Richard Jennings
Salt Lake City School District	Darline Robles	Joel K. Briscoe
San Diego Unified School District	Alan Bersin	Sue Braun
San Francisco Unified School District	Arlene Ackerman	Dan Kelly
Seattle Public Schools	Joseph Olchefske	Barbara Schaad-Lamphere
St. Louis Public Schools	Cleveland Hammonds	Paulette McKinney
St. Paul Public Schools	Patricia Harvey	Al Oertwig
Toledo Public Schools	Eugene Sanders	Larry Sykes
Tucson Unified School District	Estanislado "Stan" Paz	Carolyn Kemmeries

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